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ABSTRACT

This document presents various standards for the accreditation of Utah public school personnel as developed by the Utah State Board of Education, current as of January 1977. Information presented includes the following: (1) Evaluation, Approval, and Accreditation of Teacher Education Programs; (2) Accreditation of Higher Institutions which Prepare Teachers; (3) General Information Regarding Certification; (4) Administrative Endorsements; (5) Supervisory Endorsements; (6) Guidelines for Supervisor Development Programs; (7) Early Childhood Education Endorsement; (8) Early Teaching Endorsement; (9) Secondary Teaching Endorsement; (10) Acceptable Composite Majors, Majors, and Minors for Teaching in Utah Public Secondary Schools; (11) Driver Education; (12) Dual Certification; (13) Dual Certification for Music Teachers; (14) Elimination of Separate Vocational Endorsements and Addition of Subject Matter Speciality to Secondary Endorsement; (15) Endorsement for Teaching Pupils with Learning Disabilities (16) with Intellectual Handicaps; (17) with Emotional Handicaps; and (18) with Communication Disorders (both Speech Pathology and Audiology); (19) Endorsement for Teaching Pupils with Visual Impairments; and (20) for Teaching the Deaf; (21) Standards for Certification in Pupil Personnel Services; (22) School Psychologist; (23) School Social Worker; (24) Instructional Media Endorsement; (25) Renewal of Instructional Media Endorsement; (26) Proficiency Guidelines for Media Endorsements; (27) Vocational Certificate; and (28) Health Supplement for Vocational Certification; (29) Course Work Suggestions for Five-Year Vocational Certificate; (30) Certification of ROTC Instructors; and (31) Police Science Instructors. (MB)

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CERTIFICATION STANDARDS FOR UTAH SCHOOL PERSONNEL

U.S. DEPARTMENT OF HEALTH,
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CERTIFICATES REQUIRED FOR EMPLOYMENT

No person shall teach in public school or be employed as supervisor or superintendent in any school district in this state and receive compensation therefor out of any public funds who at the time of rendering such service or at the time of such employment is not the holder of a certificate issued in accordance with the regulations of the State Board of Education...

(School Laws of the State of Utah, 53-2-21)

TEACHERS IN DISTRICT SCHOOLS MUST BE PHYSICALLY AND MENTALLY FIT

No person shall be employed by any board of education as teacher in any school district in this state and receive compensation therefor out of any public funds who is mentally or physically disqualified to perform successfully the duties of a teacher...

(School Laws of the State of Utah, 53-2-25)

FOREWORD

Recruitment, preparation, certification, and continuing education of teachers are vital concerns of the State. They are of fundamental importance because the competence of the teacher is the factor, above all others, that is responsible for the difference between quality and mediocre education. We may construct splendid buildings, use all the new media, and have an abundance of teaching materials and supplies, but success and failure in the classroom is primarily dependent on the quality of the teaching.

Direct handling of admission, preparation, and continuing education are major assignments that have been delegated to institutions of higher learning. Adequate provision for these responsibilities is a foremost concern of the State Board of Education. Teacher certification is the primary process through which the State Board discharges its responsibility for the admission, preparation, and in-service training of teachers. It is the duty of the State Board of Education to set standards and to lead the way toward constant improvement of teacher education and growth opportunities for teachers in the State.

The responsibility of the State Board for the certification of teachers is stipulated by statute as follows:

> *The State Board of Education shall determine the scholarship and training required of applicants for diplomas and the scholarship, training and experience required of applicants for certification; provided, that any change made by the State Board of Education by which the scholarship, training and experience required for any certificate or diploma is increased shall be announced when made, and shall be effective not less than one year from the date when such change is announced.*

Utah uses an approved-program approach to certification. The approved-program approach refers to the approval of teacher education programs of institutions of higher education located within the State. When a teacher education program of an institution has been approved by the State Board of Education, certificates are issued to individuals who have been recommended by that institution. Recommendations indicate that the individuals have satisfactorily completed programs of study which have been approved for the preparation of teachers in the category for which they are recommended. The processes leading to approval of programs include visiting the institutions and evaluating their programs with teams of professional personnel selected by and under the leadership of the Office of the State Superintendent of Public Instruction.

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INTRODUCTION

Utah ranks high among the states in virtually every factor used to measure the results of high quality education. The State has consistently held one of the top positions in teacher preparation. Rapidly changing bodies of knowledge during the past two decades have added to the responsibility of the profession to protect Utah's enviable position. The proper function of the school program rests primarily with the teachers; consequently, the selective recruitment, admission, preparation, certification, and continuing education of teachers are important factors used to assure the State of professionally prepared teachers.

In order to assure the State that quality education will be provided for its children, many agencies and groups have cooperated in developing these standards as guides for the preparation of teachers who serve in Utah's public schools. (In Utah, private school teachers are not legally required to hold certificates.)

The adoption of the standards by the State Board of Education gives them the effect of law and makes the Office of the State Superintendent of Public Instruction, by assignment, the agency to administer them.

The application of the standards to the preparation and assignment of teachers is affected not only by certification, but also by accreditation of elementary and secondary schools.

Staff Development

The Division of Staff Development furnishes leadership in the development of high quality teacher preparation programs in Utah's institutions of higher education and recommends these programs through the State Superintendent of Public Instruction to the State Board of Education for approval. The division also organizes formal periodic evaluations of the institutions' teacher preparation programs and makes recommendations regarding approval to the State Board of Education.

The Division of Staff Development is responsible for issuing appropriate certificates to those who have completed approved programs of preparation. Recommendations are required from the institutions where the programs are completed and are given careful consideration before the certificates are issued.

Accreditation of Elementary and Secondary Schools

The Division of Technical Assistance functions as the public elementary and secondary school accreditation agent to assure proper teaching assignment according to subject-matter and grade-level qualifications. Accreditation is conducted according to the standards approved by the State Board of Education and by standards of the Northwest Association of Schools and Colleges. The Division of Technical Assistance also provides consultant services to the Division of Staff Development to assist in assuring the State that teacher-preparation programs are correlated with public-school curricula.

EVALUATION, APPROVAL, AND ACCREDITATION OF TEACHER EDUCATION PROGRAMS

EVALUATION

The strength of the teacher education programs in the institutions of the State will be commensurate with the efforts of all concerned to evalute these programs and to bring about improvement in light of the results of such evaluation. In view of the responsibility of the State Board of Education for the determination of certification standards, it is expected that the professional staff of the department will exert leadership in continuous evaluation of training programs. This will involve such processes as conferring with college personnel (on the college's invitation), arranging and participating in conferences, conducting follow-up studies of graduates rendering professional services in the public schools, and serving on committees making interim campus visits.

STATE APPROVAL

In addition to continuous evaluation of training programs as previously described, the Office of the State Superintendent of Public Instruction will have the responsibility for organizing and conducting periodic evaluations on a comprehensive basis. The findings of these formal evaluations will be reported to the State Board of Education. The State Board will then either approve or disapprove the programs under consideration. This program of State approval will include the following as major elements:

1. Formal evaluation and recommendations therefrom will be made every five years for those institutions already approved.

2. New programs being considered for the first time must be formally approved by the State Board of Education before candidates completing the programs will be granted certificates.

3. Criteria to be used in formal evaluations will be determined cooperatively by those concerned under the leadership of the Office of the State Superintendent of Public Instruction.

4. Team members assigned to carry out evaluations will proceed under the direction of the Administrator of the Division of Staff Development and will be drawn from the staff of the Office of the State Superintendent of Public Instruction, colleges, and universities, and local school districts.

ACCREDITATION OF HIGHER INSTITUTIONS WHICH PREPARE TEACHERS

While not being bound to the accreditation decisions of outside agencies, the State Board expects the staff of the Office of the State Superintendent of Public Instruction to work cooperatively with such agencies as the Northwest Association of Schools and Colleges and the National Council for the Accreditation of Teacher Education. Normally the Office of the State Superintendent of Public Instruction is represented on the visiting teams assigned by the agencies to make the evaluation of institutions. Accreditation by regional and national agencies will serve as added evidence of quality in teacher education programs.

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Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

GENERAL INFORMATION REGARDING CERTIFICATION

TYPES OF CERTIFICATES

Two types of certificates, a Basic Professional and a Professional will be issued by the State of Utah.

1. Basic Professional Certificate (Mandatory)

This Certificate:

a. Is the initial certificate issued to a candidate who has completed an approved four-year teacher-preparation program, culminating in a bachelor's degree. A recommendation is required from the institution in which the program has been completed. The recommendation will be given careful consideration by the Division of Staff Development.

b. Entitles the holder to teach the subjects or teach in the departments or grade levels for which he/she is prepared, but does not permit service for which special certification is required.

c. Is issued for a five-year period unless specified otherwise and may be renewed for a five-year period by presenting nine quarter hours of prior approved study.

2. Professional Certification (Optional)

The requirements below do not apply to administrators or supervisors. (See section on Administrative Endorsements.)

This Certificate:

a. Is issued to an applicant holding or eligible to hold a Utah Basic Professional Certificate.

b. Is issued to a candidate who has completed a planned and approved, comprehensive program of study culminating in a master's degree or fifty-five quarter hours of credit beyond bachelor's degree. A recommendation is required from the institution in which a master's degree or special endorsement program is completed. The fifty-five quarter hour non-degree program should receive the approval of the local professional improvement committee. The recommendation will be given careful consideration by the Division of Staff Development before the certificate is issued.

c. Requires the completion of not fewer than three years of successful teaching experience. Success of teaching service must be formally verified and endorsed by the appropriate school districts on forms provided by the Office of the State Board of Education.

   (1) A person who has completed a five-year, planned, teacher-education program but who has not completed the acceptable teaching experience will be issued a Basic Professional Certificate. When the necessary three years of successful experience have been completed, a Professional Certificate may be issued.

   (2) The State Board of Education places the responsibility for developing criteria for determining successful teaching and for administering the procedures for verification with the State Superintendent. In recognition of local school district autonomy and responsibility for encouraging professional growth and attainment of high standards of excellence in teaching, the State Superintendent is directed to work cooperatively with the local school districts, teacher-preparation institutions, and with designated committees of the profession to obtain reasonably uniform cirteria and procedures in this important aspect of the new teacher certification program.

d. Is issued for a five-year period unless specified otherwise and may be renewed for a five-year period by presenting nine quarter hours of prior-approved study.

PERSONNEL REQUIRED TO HOLD CERTIFICATES

Teachers, principals, assistant principals, superintendents, assistant superintendents, supervisors, counselors, psychologists, school social workers, special education personnel, instructional media personnel, and all other professional employees for whom weighted pupil units or fractions of weighted pupil units may be requested and those paid from federal funds must hold certificates appropriate to their assigments. Special certificates are required for student teachers and interns.

APPLYING FOR CERTIFICATES

It is the responsibility of the individual to secure proper certification for the position held or for which application is made. It is also the responsibility of the individual to present the certificate to the local school district in which he/she is employed.

1. Preparation in Utah

   Initial certification is issued to a person completing an approved program of preparation. A recommendation is required from the institution where the program has been completed and careful consideration will be given before the certificate is issued. A student should make application to and receive clearance from the institution during his senior year.

2. Preparation Outside of Utah

   An individual prepared out of state must complete an application form provided by the Division of Staff Development. A complete official transcript of credits from an accredited institution must be submitted to support the application. The transcript becomes a permanent part of the file maintained by the Division of Staff Development and will not be returned to the individual. A nonrefundable service fee will be charged. An additional fee will be required for the initial certificate.

3. Certification Reciprocity

   An appropriate Utah certificate will be issued to a graduate of a four-year teacher preparation program which was, at the time of the applicant's graduation, state approved on the basis of standards contained in Standards of State Approval of Teacher Education (Revised), or equivalent standards, at an institution which was accredited by (1) the National Council for Accreditation of Teacher Education (NCATE), or (2) one of the six major regional accrediting associations, provided the applicant's transcript shows at least nine (9) quarter hours completed during the five-year period preceding application for certification.

   Utah is also a member of the Interstate Certification Reciprocity Compact and has contracted with a number of states for the mutual acceptance of certificates issued by the other states. Information as to the states which are a party to this agreement is available from the Division of Staff Development.

4. Preparation in Foreign Countries

   An applicant for certification whose preparation was completed outside the United States will be required to present official papers or transcripts which will be translated and evaluated.

5. Use of Full Name and Social Security Number

   When an applicant applies for certification or for the extension or renewal of a certificate, he/she should use his/her full name and social security number; otherwise, confusion and unnecessary correspondence and delay may ensue. Such delays may deprive a teacher of a position which he/she might otherwise have secured.

RENEWAL OF CERTIFICATES

A certificate expires on June 30 of the year shown on the face of the certificate.

1. Responsibility of Renewal

Responsibility for securing an extension or renewal of a certificate rests primarily on the holder. The requirements for renewal of a certificate listed in this revision are not retroactive. A teacher holding a valid certificate before the effective date of the current standards may continue to renew it on the requirements in effect at the time the certificate was originally issued. A teacher may be counseled or required to take work necessary for certificate renewal in subjects in which he/she is deficient as judged by the current requirements. An individual whose certificate has lapsed for a period of six months or more, however, must meet current requirements to receive a new certificate.

2. Credit for Renewal

a. A holder of a certificate originally issued prior to January 1, 1967, who has not permitted that certificate to expire, may continue to renew it with seven and one-half quarter hours (five semester hours) of upper division credit; or six quarter hours (four semester hours) of graduate credit; or a combination of seven and one-half quarter hours (five semester hours) of upper division and graduate credit, completed within the previous five-year period. Course work must be beneficial and related to his/her teaching assignment and must be presented on official grade reports or transcripts. Credit from any accredited teacher education college or university may be accepted.

A six-month grace period (June 30 through December 31) is allowed following the expiration date of the certificate if the individual is not teaching; however, if he/she permits his/her certificate to lapse beyond the six months, he/she must meet the current requirements (see item b).

b. With the exception of administrative, supervisory, counseling, instructional media, and communication disorders (speech pathology) endorsements which require different renewal procedures, all other endorsements initially issued on the Basic Professional Certificate after January 1, 1967, require nine quarter hours (six semester hours) of approved credit for renewal which must have been completed within the previous five-year period. These hours may be lower division, upper division, and/or graduate credit;

however, it is recommended that only one course be lower division. Course work must be beneficial and related to the individual's teaching assignment and must be presented on official grade reports or transcripts. Credit from any accredited teacher education college or university may be accepted.

If the individual is not teaching, the certificate may be allowed to expire and may be renewed by presenting nine quarter hours (six semester hours) of approved credit completed within the five-year perior prior to renewal.

c. A holder of a Basic Professional Certificate may apply a maximum of three quarter hours of prior-approved* equivalency in-service non-college credit for recertification during each renewal period.

d. The Professional Certificate is renewable upon presentation of nine quarter hours of prior-approved* college credit, or the equivalent of nine quarter hours of prior-approved* combinations of college credit, in-service non-college credit, research projects, travel, work experience, and other professional activities. (Refer to guidelines for specific information on travel, work experience, and professional activities.) The in-service non-college credit may be applied for recertification without limit.

e. Effective July 1, 1976, Professional Certificates, after the second renewal, will be reissued upon the recommendation of the employing school district. Formal filing of credit will not be required. If an individual holding such a permanent certificate allows five years to elapse during which he/she does not teach, administer, or otherwise carry out duties and responsibilities related to the area for which certificated, under a regular contract, he/she must have the certificate reissued under regular renewal procedures which include the filing of required credit. Only full five-year certificates will be issued.

f. A holder of a Professional Certificate who has completed thirty years of successful service, or a holder of a Professional Certificate who has completed fifteen years of service at age fifty-five, may renew the certificate upon the recommendation of the employing school district accompanied by plans for professional improvement, which may include prior-approved combinations of college credit, research projects, travel, work experience, and other professional activities.

g. A holder of a Basic Professional or Professional Certificate who has a master's degree or higher may renew it by presenting evidence that he/she has taught courses in accredited higher institutions during the preceding five-year period. Equivalent credit will be allowed to that given students in the class. Credit for a specific class may be used only once under this provision.

h. Certificates expiring during a given year may be renewed any time after January 1 of that year. NO CREDIT MAY BE HELD FROM ONE RENEWAL PERIOD TO THE NEXT, except that credit earned during the year that a certificate expires, provided it is not needed for the current renewal, may be carried over to the next renewal period. Credit from a single course may not be split between two renewal periods.

i. FEE: On May 9, 1973, a $2 fee became effective for renewal of the Basic Professional, Professional, and Vocational Certificates under either the old or new requirements. All endorsements to which the applicant is entitled may be issued or renewed with the same expiration date for a single $2 fee, while issuances or renewals at separate times will require additional fees. New endorsements added to either the Basic Professional or the Professional Certificate will require the fee.

j. Transcripts and grade reports presented for renewal become a permanent part of the Division of Staff Development. ALL CREDIT MUST BE PRESENTED ALONG WITH THE $2 FEE.

DUPLICATE CERTIFICATES

A duplicate certificate may be obtained on signed application of the holder and payment of the required fee.

MORAL CHARACTER AND PHYSICAL CONDITION

An applicant may be required to verify that he/she is of good moral character and free from serious infectious, or hereditary diseases.

ACCREDITED AND NON-ACCREDITED INSTITUTIONS

1. Accredited Institutions

An institution of higher education for certification purposes shall be classified as accredited if accreditation has been granted by one of the following recognized accrediting associations: The National Council for Accreditation of Teacher Education (NCATE), The Southern Association of Colleges and Schools, the Middle States Association of Colleges and Secondary Schools, The New England Association of Schools and Colleges, Inc., The North Central Association of Colleges and Secondary Schools, The Northwest Association of Schools and Colleges, and the Western Association of Schools and Colleges.

2. Non-Accredited Institutions

An institution which has not been accredited by one of the agencies listed above is classified as a non-accredited institution. Credit earned from a non-accredited institution is not acceptable for certification purposes, except that an applicant submitting a degree from a non-accredited insitution may validate the degree by one of the following procedures:

a. An applicant may be admitted to candidacy for an advanced degree in an accredited institution of higher learning. Presentation of graduate credit from such a school offering graduate work is not acceptable to validate a degree from a non-accredited institution. The applicant must present unconditional admission to candidacy for an advanced degree.

b. An applicant may present evidence that the institution from which his/her transcript comes has been approved for the preparation of teachers by the state board of education in the state in which the institution is located. Under this provision, a one-year certificate will be issued on a probationary basis. The certificate will be extended upon the recommendation of the employing school district.

c. An applicant may transfer credit to an accredited undergraduate or graduate institution and submit a transcript from the accredited institution showing that the degree has been granted or accepted by the accredited insitution.

LIFE DIPLOMAS

Life diplomas were discontinued in 1935.

PERMANENT PROFESSIONAL CERTIFICATES

Effective July 1, 1976, Professional Certificates, after the second renewal, will be reissued upon the recommendation of the employing school district. Formal filing of credit will not be required. If an individual holding such a permanent certificate allows five years to elapse during which he/she does not teach, administer, or otherwise carry out duties and responsibilities related to the area for which certificated, under a regular contract, he/she must have the certificate reissued under regular renewal procedures which include the filing of required credit. Only full five-year certificates will be issued.

REVOCATION OF CERTIFICATES

The State Board of Education shall revoke for immoral or unprofessional conduct, or evident unfitness for teaching, state diplomas and state certificates... (State School Law, 53-2-24). A copy of the State Board of Education policy developed under this statute is available upon request.

REQUIREMENTS NOT RETROACTIVE

When there is a major change in certification requirements, a teacher who presents the amount of credit required for renewal at the time he/she received that certificate shall remain in the same certification status. Such a teacher may be counseled or required to take work for certificate renewal in subjects in which he/she is deficient as judged by the new requirements.

LAPSED CERTIFICATES

An individual whose certificate has lapsed for a period of six months or more must meet current requirements to receive a new certificate.

UNITED STATES ARMED-SERVICE EXTENSION

No certificate shall lapse while the holder is serving in the armed services of the United States in time of war or has been called into service in the armed forces at any time. The holder of a Utah certificate may make application within one year from the date of honorable discharge from such service and the validity of such a certificate held at the time of entry into the service may be extended for a period equal to that remaining on the certificate at the time of entry into the service.

The provisions of this item may apply to a person who voluntarily enlists. Each case will be considered upon its own merit.

EFFECTIVE DATE OF NEW STANDARDS

Following the effective date of these standards (Sepember 1, 1966, revised September 1, 1976), the certification requirements set forth in this document became the only standards under which professional school personnel described herein may qualify for initial certification or for new types of certificates to perform professional services in Utah public schools.

SBEU 0370

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

ADMINISTRATIVE ENDORSEMENTS

(Professional administrative requirements became effective September 1, 1966. Basic Professional administrative requirements were adopted by the Utah State Board of Education May 24, 1968.)

ELEMENTARY

A principal of an elementary school with six or more professional employees (including principal) must hold a Basic Professional or a Professional Certificate with an Elementary Administrative or a General Administrative Endorsement. A principal of an elementary school with fewer than six teachers may perform his/her duties holding a Basic Professional Certificate with an Elementary Teaching Endorsement.

SECONDARY

A principal of a secondary school (junior and/or senior high) must hold a Basic Professional or a Professional Certificate with a Secondary Administrative or a General Administrative Endorsement.

COMBINATION ELEMENTARY-SECONDARY

A principal of a school which has both elementary and secondary grades must qualify as follows:

1. He/she must hold a Basic Professional or a Professional Certificate with a Secondary Administrative Endorsement and
2. If the elementary grades have six or more teachers including the principal, he/she must also hold an Elementary Administrative or a General Administrative Endorsement.

ASSISTANT PRINCIPAL

An assistant principal in an elementary or a secondary school of more than ten but fewer than twenty-five teachers, whose administrative duties utilize more than fifty percent of his/her school time, and an assistant principal in an elementary or a secondary school of more than twenty-five teachers must hold a Basic Professional or a Professional Certificate with an administrative endorsement appropriate to his/her assignment.

An assistant principal in an elementary or a secondary school of more than ten but fewer than twenty-five teachers, who is assigned to administrative duties not to exceed fifty percent of his/her time, may perform his/her duties on the basis of an internship coordinated by the training institution, and the Basic Professional Certificate with an appropriate teaching endorsement shall be considered sufficient for this assignment.

SUPERINTENDENT AND ASSISTANT SUPERINTENDENT

A superintendent of a local school district having a pupil enrollment of fewer than 1500 pupils must hold a Basic Professional or a Professional Certificate with a General Administrative Endorsement.

A superintendent and an assistant superintendent of a local school district with pupil enrollment of more than 1500 must hold a Professional Certificate with a General Administrative Endorsement.

NOTE: *The General Administrative Endorsement permits the holder to teach on levels where previously certificated and to administer or supervise on either elementary or secondary levels or both.*

ELEMENTARY ADMINISTRATIVE AND SECONDARY ADMINISTRATIVE ENDORSEMENTS

1. Basic Professional Certificate (Two-year endorsement--reissued only twice.)

   An applicant for the Elementary Administrative or the Secondary Administrative Endorsement to the Basic Professional Certificate must:

   a. Hold a teaching endorsement at the appropriate level.

   b. Have completed study for an acceptable master's degree or fifty-five quarter hours in an approved program for the preparation of school administrators. This study must be in addition to that required for the teaching endorsement. The program must contain not fewer than twenty-seven quarter hours of specialized study with some work in each of the following areas (1 through 4) unless otherwise approved:

      (1) Administration:

         (a) State and local administration
         (b) Administration of elementary and secondary schools
         (c) General and Utah State School Law
         (d) School finance and business administration
         (e) History of education, philosophy of education, and sociology of education

(f) Other

(2) Supervision

(3) Curriculum of elementary and secondary schools

(4) Educational psychology:

(a) Measurements and statistics in education
(b) Mental hygiene
(c) Counseling, guidance, human growth and development
(d) Other

c. Have completed not fewer than two years of acceptable professional experience, one year of which must have been at the level on which the endorsement is sought or in an administrative internship on the appropriate level.

d. Have the recommendation of an institution whose program of preparation has been approved by the State Board of Education.

RENEWAL: *This endorsement may be renewed only twice for two-year periods upon completion of not fewer than fifteen quarter hours (each renewal period) of approved study to apply toward the Professional Certificate.*

2. Professional Certificate (Five-year endorsement)

An applicant for the Elementary Administrative or the Secondary Administrative Endorsement to the Professional Certificate must:

a. Hold or be eligible to hold a Basic Professional Certificate endorsed for teaching at the appropriate level and issued upon completion of a four or five-year program of preparation.

b. Hold a bachelor's degree and in addition have completed an approved two-year post-baccalaureate program for the preparation of administrators, preferably including a master's degree.

c. Have completed three years of successful, acceptable, professional experience as verified and endorsed by the local school districts on forms provided by the State Board of Education. At least one year must have been on the level for which the endorsement is sought or one year as a school administrative intern on the appropriate level.

d. Have the recommendation from the institution where the program has been completed. This recommendation will be given careful consideration by the Division of Staff Development before the endorsement is issued.

RENEWAL: *(See provisions for renewal of Professional Certificate.)*

GENERAL ADMINISTRATIVE ENDORSEMENT

1. Basic Professional Certificate (Two-year endorsement--reissued only twice.)

   An applicant for the General Administrative Endorsement to the Basic Professional Certificate must:

   a. Hold a Basic Professional or a Professional Certificate endorsed for elementary or secondary teaching.

   b. Hold or be eligible to hold a Basic Professional or a Professional Certificate with an Elementary Administrative or a Secondary Administrative Endorsement. The program for the certificate must have contained not fewer than twenty-seven quarter hours of specialized study with some work in each of the following areas (1 through 4) unless otherwise approved:

      (1) Administration:

         (a) State and local administration
         (b) Administration of elementary and secondary schools
         (c) General and Utah State School Law
         (d) School finance and business administration
         (e) History of education, philosophy of education, and sociology of education
         (f) Other

      (2) Supervision

      (3) Curriculum of elementary and secondary schools

      (4) Educational psychology:

         (a) Measurements and statistics in education
         (b) Mental hygiene
         (c) Counseling, guidance, human growth and development
         (d) Other

   c. Have completed, in addition to "a" and "b," course work and/or experience to assure competence at the level on which the applicant was not previously certificated. The institution shall, by letter, indicate previous experience, in-service training, or other non-credit preparation which is being accepted in lieu of course work to satisfy the intent of this provision.

   d. Have completed not fewer than two years of acceptable professional experience.

e. Have the recommendation of an institution whose program of preparation has been approved by the State Board of Education.

RENEWAL: *This endorsement may be renewed only twice for two-year periods upon completion of not fewer than fifteen quarter hours (each renewal period) of approved study to apply toward the Professional Certificate.*

2. Professional Certificate (Five-year endorsement)

An applicant for the General Administrative Endorsement to the Professional Certificate must:

a. Hold or be eligible to hold a Basic Professional Certificate endorsed for elementary or secondary teaching.

b. Have a bachelor's degree and have completed an approved two-year post-baccalaureate program for the preparation of administrators, preferably including a master's degree.

c. Have completed, in addition to "a" and "b," course work and/or experience to assure competence at the level on which the applicant was not previously certificated. The institution shall, by letter, indicate previous experience, in-service training, or other non-credit preparation which is being accepted in lieu of course work to satisfy the intent of this provision.

d. Have completed three years of successful, acceptable, professional experience as verified and endorsed by local school districts on forms to be provided by the State Board of Education, including one year of administrative experience or one year of administrative internship.

e. Have the recommendation from the institution where the program has been completed. This recommendation will be given careful consideration by the Division of Staff Development before the certificate is issued.

RENEWAL: *(See provisions for renewal of Professional Certificate below.)*

RENEWAL OF PROFESSIONAL CERTIFICATE

1. The Professional Certificate is renewable upon presentation of nine quarter hours of prior-approved* college credit completed with the previous five-year period, or the equivalent of nine quarter hours of prior-approved* combinations of college credit, in-service non-college credit, research projects, travel, work experience, and other professional activities. (Refer to guidelines for specific information on travel, work experience, and professional activities.)

The in-service non-college credit may be applied for recertification without limit.

2. A holder of a Professional Certificate who has completed thirty years of successful service, or a holder of a Professional Certificate who has completed fifteen years of service at age fifty-five, may renew the certificate upon the recommendation of the employing school district accompanied by plans for professional improvement, which may include prior-approved combinations of college credit, research projects, travel, work experience, and other professional activities.

3. Effective July 1, 1976, Professional Certificates, after the second renewal, will be reissued upon the recommendation of the employing school district. Formal filing of credit will not be required. If an individual holding such a permanent certificate allows five years to elapse during which he/she does not teach, administer, or otherwise carry out duties and responsibilities related to the area for which certificated, under a regular contract, he/she must have the certificate reissued under regular renewal procedures which include the filing of required credit. Only full five-year certificates will be issued.

4. A holder of a Basic Professional or Professional Certificate who has a master's degree or higher may renew it by presenting evidence that he/she has taught courses in accredited higher institutions during the preceding five-year period. Equivalent credit toward recertification will be given the teacher to that given students in the class. Credit for a specific class may be used only once under this provision.

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*Prior-approval granted by local school district committee on professional improvement under standards set by the State Board of Education.

SBEU 0375

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
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SUPERVISORY ENDORSEMENT

A Supervisory Endorsement is required of all supervisors of instruction who do not hold a valid administrative endorsement secured under standards in effect prior to September 1, 1971. A supervisor is defined as a professional employee who is charged with responsibility for the supervision of instructional personnel in general curriculum or in special subjects or service areas.

1. Basic Professional Certificate

An applicant for the Supervisory Endorsement to the Basic Professional Certificate must:

a. Hold or be eligible to hold a Utah Professional Certificate with a teaching or other appropriate endorsement or have equivalent acceptable preparation.

b. Have been formally admitted to an approved program for the preparation of supervisors developed by an accredited institution in cooperation with an employing school district if applicable. The program should be individualized and directed toward insuring competence in a broad set of curriculum subjects or in a field of specialty such as mathematics or special education.

This endorsement is issued for a two-year period and may be renewed only twice upon evidence of satisfactory progress toward completion of the approved program.

2. Professional Certificate

An applicant for the Supervisory Endorsement to the Professional Certificate must:

a. Hold or be eligible to hold a Basic Professional Certificate with a Supervisory Endorsement.

b. Have completed an approved program for the preparation of supervisors.

c. Be recommended by an institution whose program for the preparation of supervisors has been approved by the State Board of Education.

This endorsement is issued for five years and may be renewed upon presentation of:

(1) Nine quarter hours of prior-approved* college credit, or

(2) The equivalent of nine quarter hours in combinations of prior-approved* college credits, research projects, travel, work experience, or other professional activities.

(3) A holder of a Professional Certificate who has completed thirty years of successful service, or a holder of a Professional Certificate who has completed fifteen years of service at age fifty-five, may renew the certificate upon the recommendation of the employing school district accompanied by plans for professional improvement, which may include prior-approved combinations of college credit, research projects, travel, work experience, and other professional activities.

(4) Effective July 1, 1976, Professional Certificates, after the second renewal, will be reissued upon the recommendation of the employing school district. Formal filing of credit will not be required. If an individual holding such a permanent certificate allows five years to elapse during which he/she does not teach, administer, or otherwise carry out duties and responsibilities related to the area for which certificated, under a regular contract, he/she must have the certificate reissued under regular renewal procedures which include the filing of required credit. Only full five-year certificates will be issued.

(5) A holder of a Basic Professional or Professional Certificate who has a master's degree or higher may renew it by presenting evidence that he/she has taught courses in accredited higher institutions during the preceding five-year period. Equivalent credit will be allowed to that given students in the class. Credit for a specific class may be used only once under this provision.

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UTAH STATE BOARD OF EDUCATION
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GUIDELINES FOR DEVELOPMENT OF PROGRAMS FOR THE PREPARATION OF SUPERVISORY PERSONNEL

In addition to providing an advanced level of preparation in a broad set of curriculum subjects or in a field of specialty appropriate to the supervisory assignment, programs for the preparation of supervisors should be designed to facilitate the acquisition of those competencies deemed essential for effective supervision in the public schools. It is expected that some of these competencies can be best acquired in the academic atmosphere of an institution of higher learning, while others can best be acquired in the school district through internships, practicums, or other forms of cooperatively supervised field experiences. When planning the program, serious attention must be given to the learning settings most suitable to the acquisition of those personality traits, understandings, attitudes, and instructional, technical, and intellectual skills considered essential to the supervisor in the public schools.

Some of the general competencies which have been reviewed by professional authorities and associations, school district administrators and supervisors, college of education personnel, and others, and which are considered to be of signal importance to the public school supervisor are as follows:

1. The effective supervisor should demonstrate ability to perform such things as:

    a. State and formulate educational goals--local, state, and nationaland design and implement educational programs to achieve these goals.

    b. Effectively communicate information concerning goals, activities, problems, and programs to various school-related publics.

    c. Identify, promote, and apply sound principles of educational psychology and learning theory.*

d. Organize and conduct in-service and teacher-training programs which result in greater educator effectiveness.

e. Identify, promote, and apply up-to-date instructional techniques.

f. Exercise leadership by assisting groups in defining a task, analyzing its components, planning action steps and follow-through activities, evaluating results, and releasing energies of group members to bring their capabilities to bear on all phases of problem solving.

g. Identify, promote, and apply sound principles of counseling in human interaction.

h. Administer, score, and interpret a broad variety of standardizated tests and develop evaluative instruments to assess objectives not adequately measured by standardized tests.

i. Diagnose and analyze pupil needs.

j. Plan, implement, and interpret fundamental educational research.

k. Use community survey techniques.

l. Gather, evaluate, interpret, and disseminate school and community resource information.

m. Use both first-hand and mediated experiences.

n. Design educational facilities in the area of specialization.

o. Select effective equipment and instructional materials.

p. Identify, promote, and apply sound budgetary principles.

q. Identify and apply sound principles of staff selection, assignment, and personnel management.

r. Identify, promote, and implement federal and state programs related to areas of specialization.

2. The effective supervisor is considered by his/her peers to have:

a. Warm, effective human relationships.

b. Personal integrity.

c. Ability to stimulate and motivate others.

d. Creative ability.

e. Personal commitment to the improvement of education.

f. A clear, well-founded point of view regarding issues in education and the ability to communicate it convincingly.

SBEU 0373

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EARLY CHILDHOOD EDUCATION ENDORSEMENT

An Early Childhood Education Endorsement to the Basic Professional Certificate, or the Professional Certificate, may be acquired when the applicant has completed an approved baccalaureate program of early childhood education from an accredited institution. Student teaching or equivalent laboratory experience at both the kindergarten (or pre-kindergarten) and primary level is required.

The Early Childhood Education Endorsement is required for teaching kindergarten; it permits service from kindergarten through grade three and is recommended for those teaching in formal programs below the kindergarten level.

If the individual is an applicant for the Elementary Teaching Endorsement as well as the Early Childhood Education Endorsement, he/she must have appropriate course work or otherwise demonstrate those competencies prescribed for the prospective intermediate grade teacher that provide greater depth in the academic subjects to be taught.

NOTE:

A five-year certificate endorsed for Early Childhood Education may be issued to an applicant who holds or is eligible to hold an Elementary Teaching Endorsement and who has completed four years (full-day) successful teaching in kindergarten or pre-kindergarten programs or its equivalent.

1. A two-year Early Childhood Education Endorsement may be issued to an applicant who holds or is eligible to hold an Elementary Teaching Endorsement and who has completed two years (full-day) successful teaching in kindergarten or pre-kindergarten programs or its equivalent. After completion of two additional years of successful teaching at the kindergarten or pre-kindergarten level, this endorsement may be extended for three years and thereafter issued for five-year periods under regular renewal procedures.

OR

2. A five-year Basic Professional Certificate endorsed for Early Childhood Education may be issued to an applicant who has successfully passed a special written and performance examination requested by a local school district superintendent and administered under the direction of the Utah State Board of Education. The examination will focus on principles and practices related to early childhood education with emphasis on kindergarten and pre-kindergarten programs.

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ELEMENTARY TEACHING ENDORSEMENT

An Elementary Teaching Endorsement is valid in grades one through six and is also valid in junior high school grades (seven through nine) provided the individual has at least a minor (22 quarter hours) in each subject taught. The endorsement is valid for five years and will be renewed for five years upon completion of nine quarter hours of credit in additional approved study. This endorsement does not cover professional services for which special endorsements are required.

1. Basic Professional Certificate

An applicant for the Elementary Teaching Endorsement to the Basic Professional Certificate must have:

a. Earned a bachelor's degree and graduated from an accredited institution in an approved program of teacher education for elementary school teachers.

b. Completed the general education program for elementary school teachers prescribed by the approved institution of higher education from which he/she secured his/her bachelor's degree.

c. Completed not less than thirty percent of the total credits required for graduation in approved subject matter in teaching fields.

d. Completed an approved program in professional education of not less than twenty percent of the total credit required for graduation. This professional component shall include but not be limited to student teaching, psychology related to the processes of learning, and demonstrated competency in the teaching of reading. (Two years of successful teaching experience may be accepted in lieu of all or any part of the student teaching requirement.)

e. Been recommended by an institution whose program of preparation has been approved by the State Board of Education. The recommendation will be given careful consideration by the Division of Staff Development before the certificate is issued.

f. Nine quarter hours of approved credit earned within the five-year period prior to the date of application if more than five years have elapsed since the applicant received his/her bachelor's or higher degree.

2. Professional Certificate

An applicant for the Elementary Teaching Endorsement to the Professional Certificate must:

a. Hold or be eligible to hold a Basic Professional Certificate.

b. Have completed not fewer than three years of successful teaching experience. A person who has completed a five-year, planned, teacher education program but who has not completed the acceptable teaching experience will be issued the Basic Professional Certificate. When the necessary three years of successful experience have been completed, a Professional Certificate may be issued.

c. Have completed a fifth year of preparation. An applicant must present evidence that the local school district or the college or university approved his/her fifth year program prior to beginning the fifth year. The fifth year of study may include a master's degree or a well-planned approved program of fifty-five quarter hours. With or without the master's degree, the fifth year must contain a minimum of twenty-four percent (not fewer than twelve quarter hours) in each of subject-matter and professional education areas.

d. Have completed three years of successful, acceptable, professional experience as verified and endorsed by local school districts on forms to be provided by the State Board of Education.

e. Have nine quarter hours of approved credit earned within the five-year period prior to the date of application if more than five years have elapsed since the applicant received his/her bachelor's or higher degree.

CERTIFICATION RECIPROCITY

An appropriate Utah certificate will be issued to a graduate of a four-year teacher preparation program which was, at the time of the applicant's graduation, state approved on the basis of standards contained in Standards for State Approval of Teacher Education (Revised), or equivalent standards, at an institution which was accredited by (1) the National Council for Accreditation of Teacher Education (NCATE), or (2) one of the six major regional accrediting associations.

Utah is also a member of the Interstate Certification Reciprocity Compact and has contracted with a number of states for mutual acceptance of certificates issued by the other states. Information as to the states which are a party to this agreement is available from the Division of Staff Development.

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SECONDARY TEACHING ENDORSEMENT

A Secondary Teaching Endorsement is valid in grades seven through twelve. This endorsement is valid for five years and will be renewed for five years upon completion of nine quarter hours of credit in additional approved study. This endorsement does not cover professional services for which special endorsements are required.

1. Basic Professional Certificate

An applicant for the Secondary Teaching Endorsement to the Basic Professional Certificate must have:

a. Earned a bachelor's degree and graduated from an accredited institution in an approved program of teacher education for secondary school teachers.

b. Completed the general education programs prescribed by the approved institution of higher education from which he/she secured his/her bachelor's degree.

c. Completed an approved teaching major and minor, or composite major, of not less than thirty-four percent of the total credit required for the bachelor's degree in subjects taught in the public secondary schools of this State.

(1) A teaching major as required for state certification includes not fewer than forty (40) quarter hours of credit in one subject. At least onehalf of the forty quarter hours must be upper division work. The teaching major must be an approved subject taught in Utah secondary schools.

(2) A minor includes not fewer than twenty-two (22) quarter hours of credit in one subject. The teaching minor must be in an approved subject or service area taught in Utah secondary schools.

(3) A composite major includes not fewer than sixty-two (62) quarter hours of credit, distributed in two or more related subjects taught in Utah secondary schools. Composite programs offered by Utah institutions shall have been approved by the State Board of Education. Programs offered by institutions outside the State shall be evaluated in accordance with standards applying to Utah institutions.

NOTE: Information regarding specialized preparation in teaching majors, minors, or composite majors may be obtained from the Division of Staff Development.

d. Completed an approved program in professional education of not less than seventeen percent of the total credit required for graduation. This professional component shall include but not be limited to student teaching, psychology related to the processes of learning, and demonstrated competency in the teaching of reading in the content areas. (Two years of successful teaching experience may be accepted in lieu of all or any part of the student teaching requirement.)

e. Been recommended by an institution whose program of preparation has been approved by the State Board of Education. The recommendation will be given careful consideration by the Division of Staff Development before the certificate is issued.

f. Nine quarter hours of approved credit earned within the five-year period prior to the date of application if more than five years have elapsed since the applicant received his/her bachelor's or higher degree.

Professional Certificate

An applicant for the Secondary Teaching Endorsement to the Professional Certificate must:

a. Hold or be eligible to hold a Basic Professional Certificate.

b. Have completed not fewer than three years of successful teaching experience. A person who has completed a five-year, planned, teacher education program but who has not completed the acceptable teaching experience will be issued the Basic Professional Certificate. When the necessary three years of successful experience have been completed, a Professional Certificate may be issued.

c. Have completed a fifth year of preparation. An applicant must present evidence that the local school district or the college or university approved his/her fifth-year program prior to beginning the fifth year. The fifth year of study may include a master's degree or a well-planned approved program of fifty-five quarter hours. With or without the master's degree, the fifth year must contain a minimum of twenty-four percent (not fewer than twelve quarter hours) in each of subject-matter and professional education areas.

d. Have completed three years of successful, acceptable, professional experience as verified and endorsed by local school districts on forms to be provided by the State Board of Education.

e. Have nine quarter hours of approved credit earned within the five-year period prior to the date of application if more than five years have elapsed since the applicant received his/her bachelor's or higher degree.

CERTIFICATION RECIPROCITY

An appropriate Utah certificate will be issued to a graduate of a four-year teacher preparation program which was, at the time of the applicant's graduation, state approved on the basis of standards contained in Standards for State Approval of Teacher Education (Revised), or equivalent standards, at an institution which was accredited by (1) the National Council for Accreditation of Teacher Education (NCATE), or (2) one of the six major regional accrediting associations.

Utah is also a member of the Interstate Certification Reciprocity Compact and has contracted with a number of states for mutual acceptance of certificates issued by the other states. Information as to the states which are a party to this agreement is available from the Division of Staff Development.

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ACCEPTABLE COMPOSITE MAJORS, MAJORS, AND MINORS FOR TEACHING IN UTAH PUBLIC SECONDARY SCHOOLS

In preparing individuals to meet certification requirements for teaching on the secondary level, institutions may recommend only those candidates who have completed an approved program in acceptable subject-matter fields.

COMPOSITE MAJOR A composite major shall include not fewer than sixty-two (62) quarter hours of credit distributed in two or more related subjects taught in Utah secondary schools. Composite programs offered by Utah institutions shall have been approved by the Utah State Board of Education. Programs offered by institutions outside the State shall be evaluated in accordance with standards applying to Utah institutions.

MAJOR A teaching major as used herein shall include not fewer than forty (40) quarter hours of credit in one subject. At least one-half of the forty quarter hours must be upper division work. The teaching major must be in an approved subject taught in Utah secondary schools.

MINOR: A teaching minor shall include not fewer than twenty-two (22) quarter hours of credit in one subject. The teaching minor must be in an approved subject or service area taught in Utah secondary schools.

AREAS ACCEPTABLE AS COMPOSITE TEACHING MAJORS

- Agriculture
- Art
- Biological Science
- Business Education
- Distributive Education
- Earth Science
- Electronics
- General Science
- Health and Physical Education
- Home Economics
- Humanities
- Industrial Arts
- Language Arts
- Math-Computer Science-Statistics
- Music
- Physical Science
- Social Studies
- Speech-Drama
- Trade, Industrial and Technical Education

(Anthropology, Philosophy, and Aerospace Education, which have not been listed as acceptable majors or minors, may be included in appropriate composite programs.)

SECONDARY SCHOOL SUBJECTS ACCEPTABLE AS TEACHING MAJORS AND MINORS

Art
Botany
Chemistry
Communication
*Dance
Drama (Theater Arts)
Economics
English
French
Geography
*Geology
German
Health
History
*Journalism
*Latin
Mathematics
Music
Physical Education
Physics
Political Science
*Psychology
*Russian
Sociology
Spanish
Speech
*Teaching English as a Second Language (TESL)
Zoology

SUBJECTS AND SERVICE AREAS ACCEPTABLE AS TEACHING MINORS ONLY

Any of the following subjects may be taken as a minor:

Business Education (to include a combination of two of the following: shorthand, type, accounting, business machines)
Coaching
Driver and Safety Education
Family Life
*Photography
Reading
*Recreation

and the service area:

Instructional Media
Multi-Cultural Education

NOTE: Subjects marked with an asterisk (*) are not commonly taught in Utah public schools. If a subject so marked is presented as a teaching major or a teaching minor, a subject not marked with an asterisk must be used to support it.

SBEU 0371.1

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DRIVER EDUCATION

A Driver Education Endorsement will be added to the Basic Professional Certificate provided the individual has:

1. A valid teaching certificate for secondary schools,

2. A valid Utah automobile operator's license,

3. A satisfactory driving record, and

4. Specialized professional preparation consisting of twenty-two (22) quarter hours in the area of driver and safety education. Of the twenty-two hours required:

    a. A minimum of sixteen (16) quarter hours shall be in the area of driver and safety education, and

    b. A minimum of six (6) quarter hours shall be elected from areas of related safety work.

SBEU 0372.1

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DUAL CERTIFICATION

1. Elementary to Secondary

An individual who has met the requirements for certification to teach on the elementary school level may be issued certification to teach on the secondary level by meeting the requirements established by the teacher-training institution and approved by the State Board of Education. Recommendation of the institution, where the program has been completed, is required.

2. Secondary to Elementary

An individual who has met the requirements for certification to teach on the secondary level may be issued certification to teach on the elementary level by meeting the requirements established by the teacher-training institution and approved by the State Board of Education. Recommendation of the institution, where the program has been completed, is required.

Applications for dual certification from out of state will be evaluated according to the requirements of the minimum "approved" program of a Utah teacher education institution. Recommendation from an institution in Utah is not required unless the applicant needs additional preparation and completes it at a Utah institution.

Two years of successful teaching experience may be accepted in lieu of all or any part of the student teaching requirement.

Dual Certification is highly recommended for middle school teachers.

SBEU 0371.2

UTAH STATE BOARD OF EDUCATION
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DUAL CERTIFICATION OF MUSIC TEACHERS

Music teachers holding secondary certification may secure a certificate for teaching instrumental music only in the elementary schools of the State by completing nine quarter hours in elementary education. This credit must include:

1. Child Development
2. Elementary School Curriculum

SBEU 0371.3

UTAH STATE BOARD OF EDUCATION
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ELIMINATION OF SEPARATE VOCATIONAL ENDORSEMENTS AND ADDITION OF SUBJECT MATTER SPECIALTY TO SECONDARY ENDORSEMENT

By action of the Utah State Board of Education on January 8, 1971, separate endorsements to the Basic Professional and Professional Certificates in agriculture, home economics, and industrial arts were eliminated. The issuance of the Unit Shop Endorsement was also discontinued.

The subject matter major, either academic or vocational, is now a part of the secondary teaching endorsement. The endorsement does not restrict the teacher to serve only in the area(s) noted but provides guidance in proper assignment of the individual to a position that is consistent with his/her preparation. Compatibility of assignment and preparation is the specific responsibility of those in charge of accreditation of programs.

This modification does not affect the status of institutional programs that have been approved by the State Board for the preparation of teachers of agriculture, home economics, and industrial arts.

Vocational Certificates and Endorsements continue to be required for those instructors assigned to vocational programs.

A memorandum dated May 20, 1971, further elaborated the intent of this action -- that it does not in any way relax the requirement that properly prepared individuals be assigned to instruct in these vitally important vocational subjects. Agriculture, homemaking, and industrial arts teachers should have completed an appropriate program of preparation. Qualification in the foregoing areas, along with others, will be monitored through State and Northwest Accreditation. If individuals have not fulfilled the requirements for the equivalent of a composite major in the vocational area to which assigned, it will be necessary that an acceptable program of in-service training be worked out with the appropriate specialist in the Division of Vocational Education in order to assure adequate preparation for the particular assignment.

At its regular meeting on September 8, 1972, the State Board of Education added the field of business education to the list of those to be monitored by the Teacher Certification Section and to require an in-service preparation program plan to be approved for those individuals who are considered not properly qualified for their assigned teaching role in the business education area.

The State Board is concerned that all teachers should have adequate preparation for the teaching assignment which they are given. Misassignment of teachers into fields in which they have inadequate preparation is a practice that cannot be condoned. In those instances where it becomes unavoidable, it is important that the individual so assigned receive immediate and adequate in-service training to provide the proper kind of instruction to those assigned in his/her charge.

SBEU 0385.1

UTAH STATE BOARD OF EDUCATION
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ENDORSEMENT FOR TEACHING PUPILS WITH LEARNING DISABILITIES

An endorsement to the Basic Professional or Professional Certificate is issued by the State Board of Education for teaching pupils with learning disabilities. This endorsement permits service at the elementary or secondary level (K12). Unless otherwise noted, the endorsement is valid for five years and may be reissued for five years upon completion of nine quarter hours of credit in additional approved study.

1. Basic Professional Certificate

An endorsement to the Basic Professional Certificate for teaching pupils with learning disabilities may be issued to an applicant who has:

a. Earned a bachelor's degree.

b. Completed the requirement for an elementary or secondary teaching endorsement.

or

Completed a professional education core consisting of fifteen to eighteen (1518) quarter hours which shall include:

(1) Physical and psychological foundations

(2) Social and educational foundations

(3) Elementary methods

(4) Field experiences with elementary and secondary school students.

c. Completed not fewer than twenty-four (24) quarter hours of specialized preparation appropriate to teaching children with learning disabilities, including an introductory course in special education or in the psychology of exceptional children.

d. Been recommended by an institution whose program of preparation has been approved by the State Board of Education.

A preparing institution may recommend that a one-year endorsement for teaching pupils with learning disabilities be issued to a teacher who holds elementary, secondary, or other five-year certification and who is within nine quarter hours of meeting the requirements in "1(c)" above. Such preparation must include student teaching, internship, or other laboratory experience. In certain cases a plan may be approved whereby the student may take an on-the-job practicum during the first year of employment.

When the holder of a one-year endorsement for teaching pupils with learning disabilities satisfactorily completes the required additional quarter hours of approved course work, the endorsement may be reissued for five years.

2. Professional Certificate

An applicant for an endorsement to the Professional Certificate for teaching pupils with learning disabilities must present evidence that he/she:

a. Holds or is eligible to hold the Basic Professional Certificate with an endorsement for teaching pupils with learning disabilities.

b. Has earned a master's degree or has completed an approved program consisting of not fewer than fifty-five (55) quarter hours earned after meeting the requirements for a bachelor's degree.

c. Has completed twelve quarter hours of approved specialized preparation in addition to that required to obtain the endorsement to the Basic Professional Certificate for teaching pupils with learning disabilities.

d. Has completed not fewer than three years of successful teaching experience.

e. Has been recommended by an institution whose program of preparation has been approved by the State Board of Education.

SBEU 0385.2

UTAH STATE BOARD OF EDUCATION
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ENDORSEMENT FOR TEACHING PUPILS WITH INTELLECTUAL HANDICAPS

An endorsement to the Basic Professional or Professional Certificate is issued by the State Board of Education for teaching pupils with intellectual handicaps. This endorsement permits service at the elementary or secondary level (K12). Unless otherwise noted, the endorsement is valid for five years and may be reissued for five years upon completion of nine quarter hours of credit in additional approved study.

1. Basic Professional Certificate

An endorsement to the Basic Professional Certificate for teaching pupils with intellectual handicaps may be issued to an applicant who has:

a. Earned a bachelor's degree.

b. Completed the requirements for an elementary or secondary teaching endorsement.

or

Completed a professional education core consisting of fifteen to eighteen (1518) quarter hours which shall include:

(1) Physical and psychological foundations

(2) Social and educational foundations

(3) Elementary methods

(4) Field experiences with elementary and secondary school students.

c. Completed not fewer than twenty-four (24) quarter hours of specialized preparation appropriate to teaching children with intellectual handicaps, including an introductory course in special education or in the psychology of exceptional children.

d. Been recommended by an institution whose program of preparation has been approved by the State Board of Education.

A preparing institution may recommend that a one-year endorsement for teaching pupils with intellectual handicaps be issued to a teacher who holds elementary, secondary, or other five-year certification and who is within nine quarter hours of meeting the requirements in "1(c)" above. Such preparation must include student teaching, internship, or other laboratory experience. In certain cases a plan may be approved whereby the student may take an on-the-job practicum during the first year of employment.

When the holder of a one-year endorsement for teaching pupils with intellectual handicaps satisfactorily completes the required additional quarter hours of approved course work, the endorsement may be reissued for five years.

2. Professional Certificate

An applicant for an endorsement to the Professional Certificate for teaching pupils with intellectual handicaps must present evidence that he/she:

a. Holds or is eligible to hold the Basic Professional Certificate with an endorsement for teaching pupils with intellectual handicaps.

b. Has earned a master's degree or has completed an approved program consisting of not fewer than fifty-five (55) quarter hours earned after meeting the requirements for a bachelor's degree.

c. Has completed twelve quarter hours of approved specialized preparation in addition to that required to obtain the endorsement to the Basic Professional Certificate for teaching pupils with intellectual handicaps.

d. Has completed not fewer than three years of successful teaching experience.

e. Has been recommended by an institution whose program of preparation has been approved by the State Board of Education.

SBEU 0385.3

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

ENDORSEMENT FOR TEACHING PUPILS WITH EMOTIONAL HANDICAPS

An endorsement to the Basic Professional or Professional Certificate is issued by the State Board of Education for teaching pupils with emotional handicaps. This endorsement permits service at the elementary or secondary level (K12). Unless otherwise noted, the endorsement is valid for five years and may be reissued for five years upon completion of nine quarter hours of credit in additional approved study.

1. Basic Professional Certificate

An endorsement to the Basic Professional Certificate for teaching pupils with emotional handicaps may be issued to an applicant who has:

a. Earned a bachelor's degree.

b. Completed the requirement for an elementary or secondary teaching endorsement.

or

Completed a professional education core consisting of fifteen to eighteen (15-18) quarter hours which shall include:

(1) Physical and psychological foundations

(2) Social and educational foundations

(3) Elementary methods

(4) Field experiences with elementary and secondary school students.

c. Completed not fewer than twenty-four (24) quarter hours of specialized preparation appropriate to teaching children with emotional handicaps, including an introductory course in special education or in the psychology of exceptional children.

d. Been recommended by an institution whose program of preparation has been approved by the State Board of Education.

A preparing institution may recommend that a one-year endorsement for teaching pupils with emotional handicaps be issued to a teacher who holds elementary, secondary, or other five-year certification and who is within nine quarter hours of meeting the requirements in "1(c)" above.

Such preparation must include student teaching, internship, or other laboratory experience. In certain cases a plan may be approved whereby the student may take an on-the-job practicum during the first year of employment.

When the holder of a one-year endorsement for teaching pupils with emotional handicaps satisfactorily completes the required additional quarter hours of approved course work, the endorsement may be reissued for five years.

2. Professional Certificate

An applicant for an endorsement to the Professional Certificate for teaching pupils with emotional handicaps must present evidence that he/she:

a. Holds or is eligible to hold the Basic Professional Certificate with an endorsement for teaching pupils with emotional handicaps.

b. Has earned a master's degree or has completed an approved program consisting of not fewer than fifty-five (55) quarter hours earned after meeting the requirements for a bachelor's degree.

c. Has completed twelve quarter hours of approved specialized preparation in addition to that required to obtain the endorsement to the Basic Professional Certificate for teaching pupils with emotional handicaps.

d. Has completed not fewer than three years of successful teaching experience.

e. Has been recommended by an institution whose program of preparation has been approved by the State Board of Education.

SBEU 0385.4
9/19/75

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

ENDORSEMENT FOR TEACHING PUPILS WITH COMMUNICATION DISORDERS

An endorsement to the Basic Professional or Professional Certificate is issued by the State Board of Education for teaching pupils with *communication disorders*. It may be issued in either speech pathology or audiology or both. This endorsement permits service at the elementary or secondary level (K-12). Unless otherwise noted, the endorsement is valid for five years and may be reissued for five years upon completion of nine quarter hours of credit in additional approved study.

1. Basic Professional Certificate

   An endorsement to the Basic Professional Certificate for teaching pupils with communication disorders may be issued to an applicant who has:

   a. Completed an approved program for teaching pupils with communication disorders which shall have included the master's degree* or 55 quarter hours earned after meeting requirements for a bachelor's degree.

   b. Provided for the acquisition of those competencies necessary for assignment at job entry level as reflected in *Competency Guidelines for Communication Disorders Specialists*.

   c. Been recommended by an institution whose program of preparation has been approved by the State Board of Education.

2. Professional Certificate

   An applicant for an endorsement to the Professional Certificate for teaching pupils with communication disorders must present evidence that he/she:

   a. Holds or is eligible to hold the Basic Professional Certificate with an endorsement for teaching pupils with communication disorders.

   b. Has completed not fewer than three years of successful experience as a communication disorder specialist and has demonstrated those competencies necessary for effective performance as reflected in *Competency Guidelines for Communication Disorders Specialists*.

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*An applicant with a bachelor's degree who has completed an approved program including the acquisition and/or demonstration of requisite job entry competencies may be issued a five-year non-renewable certificate. By the end of this five-year period, full requirements shall have been met.

SBEU 0385.41

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

I. COMPETENCY GUIDELINES FOR COMMUNICATION DISORDERS SPECIALISTS (SPEECH PATHOLOGY)

A. Informational Competencies

The candidate must be able to verbalize:

1. Professional roles and responsibilities of school personnel.
2. Representative tasks of the classroom teacher, incuding:
    (a) the formation of educational goals
    (b) organization and planning for the attainment of goals
    (c) methods and materials used in classroom instruction
    (d) methods of classroom management
    (e) assessment procedures employed by the teacher
    (f) methods and channels for disseminating information
    (g) utilization of specialized personnel.
3. Conditions under which children and youth are referred to resource personnel.
4. Administration and budgetary procedures used in the schools.
5. Available resources, programs, personnel, and facilities within school districts, community, state, and nation which are: instructional, theraputic, evaluative, consultative, medical, and/or research oriented.
6. Conditions and procedures for referrals to other professional persons or agencies.
7. Legal, ethical, and professional responsibilities as defined by the Utah State Law as well as national, state, and local professional organizations.
8. Appropriate use of case files and school records of children referred and those previously enrolled in speech and language programs.
9. The kinds of equipment and materials needed for maintenance and operation of speech and language programs.
10. Appropriate criteria for case selection.
11. Procedures for identification, diagnosis, treatment, case management, consultative services, program evaluation and improvement.

12. What comprises adequate environments for screening procedures.

13. A variety of methods of organizing speech and language screening programs.

14. Relevant criteria for evaluation of screening programs.

15. Adequate knowledge of causative and maintaining factors of communication disorders.

16. Adequate knowledge and understanding of a variety of standardized procedures.

17. How to administer and appropriately analyze test results with a basic core of diagnostic tests in all areas of speech and language. Core consists of:

    (a) disorders of morphologic syntactic, and semantic aspects of language
    (b) phonological disorders
    (c) disorders of auditory perception.

18. Knowledge of how to write reports of diagnostic findings and recommendations.

19. How to utilize diagnostic results as a basis for determining therapeutic programs.

20. Knowledge of criteria for selecting caseload.

21. Scheduling cases in terms of type of disorder, time available, and location of schools.

22. Formulation of short- and long-term therapeutic goals to meet individual needs.

23. Selection of appropriate therapeutic strategies for remediating speech and/or language disorders in the schools.

24. The maintenance of an efficient record-keeping system regarding:

    (a) the individual child's performance
    (b) the permanent school records
    (c) the district and/or state records.

25. Knowledge of important factors which contribute to the effectiveness of the speech, language, and hearing program, including philosophy, organizational structure, personnel, materials, budget, diagnostic, therapeutic, and evaluative strategies.

26. Description of responsibility of the CDS (speech pathologist) in serving the community in an advisory role.

27. Description of components of a speech and language "improvement" program.

B. Performance Competencies

The candidate must be able to:

1. Describe and interpret the speech and language program to school personnel and interested individuals and agencies.

2. Determine, evaluate, and arrange suitable working conditions for speech and language services.

3. Demonstrate dependability and initiative; show respect for the worth and uniqueness of all individuals, including persons of all creeds, backgrounds, ability, and value systems; show sensitivity to the needs of others, and especially to the needs of the child with communicative disorders.

4. Utilize available resources, programs, personnel, and facilities within the school district, community, state, and/or nation which are instructional, therapeutic, evaluative, consultative, medical, research oriented.

5. Make appropriate referrals.

6. Perform services in accordance with legal and professional standards and obligations.

7. Utilize appropriate "screening" procedures.

8. Identify individuals exhibiting communication disorders and recommend further evaluation on the basis of "screening" results.

9. Conduct conferences to interpret test results with supervisors, parents, teachers, and guidance personnel.

10. Use school and community resources to refer children for additional evaluation in related areas if necessary.

11. Administer, score, and interpret a variety of basic and specialized diagnostic tests in all areas.

12. Write reports of diagnostic findings and recommendations.

13. Organize diagnostic results as a basis for determining therapeutic programs.

14. Act in an advisory and consultative capacity for other professionals in interpreting test results.

15. Adequate participation in teacher and/or parent conferences.

16. Interpret information and recommendations from the multidisciplines involved in the therapeutic process.

17. Report to parents, physicians, and relevant individuals and agencies concerning one's findings.

18. Interpret diagnostic information.

19. Develop and utilize criteria for case selection.

20. Schedule cases considering type of disorder, time available, and location of schools.

21. Formulate short- and long-term therapeutic goals to meet individual needs.

22. Select and design appropriate therapeutic strategies.

23. Initiate teacher and parent conferences.

24. Initiate and participate in staff conferencing as related to the development of therapeutic programs.

25. Report to parents, physicians, and relevant individuals and agencies.

26. Utilize an efficient record-keeping system regarding individual child's performance, permanent school records, district and state records.

27. Demonstrate ability to assess baselines of communicative-disordered children and utilize such data in planning treatment.

28. Demonstrate ability to write programs for articulation, voice, stuttering, hearing, and language disorders, and programming for resource and classroom teachers, aides, parents, etc.

29. Record and analyze responses related to improving communications skills:

    a. demonstrate ability to chart graphically ways in which what is being done in training has effected behavioral changes in communication
    b. utilize formal and informal techniques to assess program
    c. invest adequate time to analyze and interpret results
    d. identify reasons for success or failure in achieving goals
    e. use analysis of results to redefine goals and strategies.

30. Demonstrate understanding of the specific problems of the child and his/her disorder by:

    a. identifying the specific problems of the child in terms of abnormal development as related to speech, language, and hearing
    b. defining an ability level from which to develop a program of therapy
    c. establishing valid short- and long-range goals from which to develop a program of therapy
    d. helping the child gain insight into his/her own problems and potentials.

31. Implement therapy for each child with a speech, language, and/or hearing disorder by:

    a. selecting, using, or designing appropriate strategies and learning activities
    b. making maximum use of time, materials, and the physical environment
    c. presenting clear, concise instructions
    d. appealing to interests and attitudes of the child
    e. using a variety of effective reinforcements and rewards
    f. pacing therapy in terms of the child's progress
    g. helping the child to develop responsibility for his/her theraphy goals and the maintenance of newly acquired communication skills
    h. taking advantage of unexpected learning opportunities.

32. Implement maintenance and transfer of newly learned communication skills by:

    a. encouraging the child to apply and monitor newly learned communication skills
    b. relating therapy experiences to daily life
    c. involving the family members and school personnel in the therapy and maintenance program.

33. Redefine the therapy program by:

    a. re-assessing the child's progress and potential
    b. referring to appropriate agencies
    c. terminating therapy and providing for periodic maintenance probing.

34. Demonstrate an ability to utilize a functional schedule for periodic program assessment by:

    a. dividing total schedule into segments according to tasks, e.g., identification, scheduling, etc.

   b. setting time limit for the completion of each segment
   c. evaluting time projections for each program segment.

35. File initial status information on each child including such information as:

   a. problem
   b. severity
   c. kind of treatment
   d. frequency of session.

36. File final status information on each child including such information as:

   a. therapeutic progress
   b. disposition

*37. Submit annual report at close of school year which includes:

   a. speech, hearing, and language services offered and goals accomplished
   b. recommendations for the following year.

*38. Request written or verbal evaluations from other staff and the community agencies.

39. Utilize research strategies by:

   a. delineating factors to be examined, e.g., program segments, effectiveness of kindergarten speech improvement, etc.
   b. gathering pertinent therapy program information
   c. recording activities and data in a daily log
   d. recording pre-therapy information for each member of caseload
   e. recording baseline post-therapy information for each member of caseload
   f. reviewing pre- and post-therapy differences in terms of direction and magnitude of change, consistency with pre-established therapy program goals
   g. analyzing results and computing correction ratio
   h. drawing conclusions regarding the effectiveness of the program
   i. advising continuation of program strengths, recommending modifications, improvements, or elimination of program weaknesses.

40. Devise and/or utilize a method to compute the individual's progress.

41. Solicit written or verbal evaluations from other staff, lay persons, and community personnel.

42. Seek evaluation of the program by other qualified agencies or professional association committees.

43. Describe responsibility in serving the community in an advisory role.

44. Describe components of the speech-language improvement programs.

45. Assist associated professionals in understanding the scope of the speech and hearing program by:

    a. interpreting needs, abilities, etc., of communication handicapped children to associated professionals, particularly the classroom teacher
    b. interpreting program to school officials, teachers
    c. counseling teachers concerning speech and language opportunities within the classroom structure
    d. demonstrating the importance of speech and language stimulation at an early age
    e. assisting the classroom teacher in providing opportunities to reinforce improved communicative behavior
    f. participating in and organizing staffings
    g. providing information, research data, and/or resource materials.

46. Provide information for and assistance to parents by:

    a. interpreting the total program as related to a particular child
    b. suggesting other resources
    c. informing and counseling regarding particular problems
    d. interpreting diagnostic results and implications
    e. enlisting assistance in the home for the purpose of modifying behavior
    f. demonstrating the importance of speech and language stimulation at an early age.

*47. Develop and/or utilize curriculum guides, outlines, and resource materials.

48. Obtain prepared speech-language improvement materials.

*49. Conduct workshops.

*50. Develop audio or video tapes for classroom use.

*51. Initiate and implement speech-language improvement programs by:

    a. providing demonstration lessons for classroom teachers
    b. adapting programs to classroom needs

52. Work with various individuals, organizations, and agencies to improve services.

*53. Participate actively in local, state, and national professional organizations related to speech, language, and hearing.

*54. Interact with colleagues for personal and professional development.

55. Conduct formal and informal research projects to improve programs and practices.

* Competencies expected at the Professional Certificate level.

SBEU 0385.42

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II. COMPETENCY GUIDELINES FOR COMMUNICATION DISORDERS SPECIALISTS (AUDIOLOGY)

A. Informational competencies (written/oral). The candidate for either the Basic Professional or Professional Certificate will be able to verbalize:

1. Educational and hearing profiles of the hard of hearing child as compared to the normal hearing child.
2. Roles played by members of the aural-rehabilitative team including the family, school administration, classroom teacher, medical personnel, audiologists, and other specialists of the school and community.
3. Educational alternatives for hearing impaired children.
4. The basic information related to language development, linguistic structure, semantics, phonology, information theory, and cybernetics.
5. Basic knowledge in acoustics, anatomy for speech and hearing, electronics, and learning theory.
6. The nature of communication as a dual process involving speech and hearing.
7. Understanding of audiological tests to assist in the assessment of presence or absence of normal hearing, the degree and type of hearing loss, and the site of ear pathology.
8. Understanding of communicative and educational evaluation to provide baseline measures of the hearing impaired child.
9. Understanding of instructional media, sensory aids, and systematic learning strategies for remediation and development of communications skills (auditory training, speech training, visual communication training, language and reading training, etc.).
10. Understanding of the administrative processes involving case scheduling, referrals, professional relations, and report writing.
11. Understanding of the psychology and education of exceptional children.

12. Understanding of the principles of:

    a. hearing aid evaluation
    b. differential diagnosis of auditory disorders
    c. hearing conservation programs
    d. pediatric audiological evaluation
    e. medical backgrounds of communicative disorders
    f. psychoacoustic instrumentation applied to audiology and aural rehabilitation.

13. Understanding of the pathological processes of hearing.

14. Understanding of the scientific method, research design and methodology.

15. Understanding of educational strategies used in the teaching-learning process of normal children and hard of hearing children.

16. Understanding of administration and budgetary procedures used in schools.

17. Understanding of the appropriate use of case files and school records of children referred and those previously enrolled in speech, hearing and language programs.

18. Knowledge of the kinds of equipment and materials needed for maintenance and operation of programs for the hearing impaired.

Performance competencies. The candidate for either the Basic Professional or Professional Certificate will be able to:

1. Obtain case history information related to client's problem.

2. Administer and interpret results from pure tone air and bone conductive tests.

3. Administer and interpret results from speech audiometric assessment.

4. Administer and interpret results from special auditory tests designed to aid in localizing site of lesion in the conductive sensory or neural portions of the auditory system.

5. Administer and interpret results from tests designed to detect functional hearing loss.

6. Administer and interpret results from pediatric audiological tests.

7. Conduct hearing aid evaluations and interpret results for purposes of selecting appropriate wearable amplification systems for hard of hearing clients.

8. Fit hearing aid and counsel and train clients and parents in the use of, and adjustment to, hearing aid amplification.

9. Integrate, correlate, and interpret diagnostic information for purposes of planning and implementing remedial or aural rehabilitative programs for hard of hearing individuals.

10. Provide aural rehabilitative programs including speech reading, auditory training, and speech and language training for hard of hearing individuals.

11. Communicate diagnostic findings and remedial results to other professionals.

12. Demonstrate diagnostic therapy to determine appropriate educational strategies for educational management of hearing impaired children.

13. Demonstrate skill in educational management of hard of hearing children; that is, demonstrate ability to move the child's performance in traditional academic areas toward normal age level performance.

14. Demonstrate dependability and initiative; show respect for the worth and uniqueness of all individuals including persons of all creeds, backgrounds, ability, and value systems; show sensitivity to the needs of others, and especially to the needs of the child with communicative disorders.

15. Initiate and participate adequately in parent-teacher conferences.

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3/15/74

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Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

ENDORSEMENT FOR TEACHING PUPILS WITH VISUAL IMPAIRMENTS

An endorsement to the Basic Professional or Professional Certificate is issued by the State Board of Education for teaching pupils with visual impairments. This endorsement permits service at the elementary or secondary level (K-12). Unless otherwise noted, the endorsement is valid for five years and may be reissued for five years upon completion of nine quarter hours of credit in additional approved study.

1. Basic Professional Certificate

An endorsement to the Basic Professional Certificate for teaching pupils with visual impairments may be issued to an applicant who has:

a. Earned a bachelor's degree.

b. Completed the requirements for an elementary or secondary teaching endorsement.

or

Completed a professional education core consisting of fifteen to eighteen (15-18) quarter hours which shall include:

(1) Physical and psychological foundations

(2) Social and educational foundations

(3) Elementary methods

(4) Field experiences with elementary and secondary school students.

c. Completed not fewer than twenty-four (24) quarter hours of specialized preparation appropriate to teaching children with visual impairments, including an introductory course in special education or in the psychology of exceptional children.

d. Been recommended by an institution whose program of preparation has been approved by the State Board of Education.

A preparing institution may recommend that a one-year endorsement for teaching pupils with visual impairments be issued to a teacher who holds elementary, secondary, or other five-year certification and who is within nine quarter hours of meeting the requirements in "1(c)" above. Such preparation must include student teaching, internship, or other laboratory experience. In certain cases a plan may be approved whereby the student may take an on-the-job practicum during the first year of employment.

When the holder of a one-year endorsement for teaching pupils with visual impairments satisfactorily completes the required additional quarter hours of approved course work, the endorsement may be reissued for five years.

2. Professional Certificate

An applicant for an endorsement to the Professional Certificate for teaching pupils with visual impairments must present evidence that he/she:

a. Holds or is eligible to hold the Basic Professional Certificate with an endorsement for teaching pupils with visual impairments.

b. Has earned a master's degree or has completed an approved program consisting of not fewer than fifty-five (55) quarter hours earned after meeting the requirements for a bachelor's degree.

c. Has completed twelve quarter hours of approved specialized preparation in addition to that required to obtain the endorsement to the Basic Professional Certificate for teaching pupils with visual impairments.

d. Has completed not fewer than three years of successful teaching experience.

e. Has been recommended by an institution whose program of preparation has been approved by the State Board of Education.

SBEU 0385.6
11/13/75

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

ENDORSEMENT FOR TEACHING THE DEAF

An endorsement to the Basic Professional or Professional Certificate is issued by the State Board of Education for teaching the deaf. This endorsement permits service at the elementary or secondary level (K-12). Unless otherwise noted, the endorsement is valid for five years and may be reissued for five years upon completion of nine quarter hours of credit in additional approved study.

1. Basic Professional Certificate

An endorsement to the Basic Professional Certificate for teaching the deaf may be issued to an applicant who has:

a. Earned a bachelor's degree

b. Completed the requirements for an elementary or secondary teaching endorsement, including specialization in the subject area which the applicant intends to teach.

or

Completed a professional education core consisting of approximately fifteen to eighteen (15-18) quarter hours which shall include:

(1) Knowledge, understanding, and skills in regard to child growth and development, learning theory and general psychology.

(2) Knowledge of the development, structure, and function of social institutions including the interaction and interrelationships of these groups in our society.

(3) Knowledge and understanding of current instructional procedures in general education.

(4) Field experiences with elementary and secondary school students.

c. Completed an approved program for teaching the deaf which shall have provided for the acquisition of those competencies necessary for assignment at job entry level as reflected in Competency Guidelines for Teachers of the Deaf which are based on Standards for the Certification of Teachers of the Hearing Impaired as approved and published by the Council on Education of the Deaf (CED), January, 1974.

d. Been recommended by an institution whose program of preparation has been approved by the State Board of Education.

2. Professional Certificate

An applicant for an endorsement to the Professional Certificate for teaching the deaf must present evidence that he/she:

a. Holds or is eligible to hold the Basic Professional Certificate with an endorsement for teaching the deaf.

b. Has earned a master's degree or has completed an approved program consisting of not fewer than fifty-five (55) quarter hours earned after meeting the requirements for a bachelor's degree.

c. Has completed not fewer than three years of successful teaching experience and has demonstrated those competencies necessary for effective performance as reflected in Competency Guidelines for Teachers of the Deaf which are based on Standards for the Certification of Teachers of the Hearing Impaired as approved and published by the Council on Education of the Deaf (CED), January, 1974.

SBEU 0385.61
11/13/75

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

COMPETENCY GUIDELINES
FOR
TEACHERS OF THE DEAF

I. Personal qualities and interactive skills. The candidate will satisfactorily demonstrate that he/she:

A. Has the ability to manage his/her own behavior in terms of self-concept, relationships with others in recognizing the unique worth of every person.

B. Is understanding, perceptive, warm and compassionate; necessary personal characteristics to be an effective teacher of deaf children.

C. Is dependable and has initiative.

D. Respects the worth and uniqueness of all individuals including persons of various creeds, backgrounds and abilities, and those with different value systems.

E. Shows sensitivity to the needs of others, especially to the needs of handicapped children.

II. Professional knowledge and skills relating to educational foundations in education of the deaf. The candidate will satisfactorily demonstrate:

A. Knowledge of historical and current developments in education of the hearing impaired in the United States and other countries and the influence of historical developments upon the current state of the field.

B. Knowledge of national and local issues, trends and events which influence the education of hearing impaired children.

C. Knowledge of the purposes and services of national, state and local organizations and government agencies concerned with the education and welfare of the hearing impaired.

D. Knowledge of national, regional, state, and local education programs for the hearing impaired.

E. Knowledge of the content and nature, issues and trends of fields and professions related to education of the hearing impaired, such as regular education, career education, special education, audiology, rehabilitation and educational psychology, and the contribution of those fields to education of the hearing impaired.

F. Knowledge of the implications of hearing impairment for the psychological, sociological, vocational, and educational development of hearing impaired individuals.

G. Ability to utilize educational, sociological, audiological, and psychological information in educational planning and counseling for both hearing impaired children and their parents.

H. Ability to locate and utilize resources, reference materials, and professional literature in the education of the hearing impaired and in related fields.

III. Professional knowledge and skills pertaining to language and communication. The candidate will satisfactorily demonstrate:

A. Knowledge of a structure of the English language (linguistics), the acquisition and use of language (psycholinguistics), and the implications of these areas for education of hearing impaired infants, children and young adults.

B. Knowledge of research and other literature on language of the hearing impaired.

C. Knowledge of the acquisition and development of language skills in hearing and in hearing impaired infants and children.

D. Knowledge of disorders of language development.

E. Knowledge of commonly used methods and procedures of language instruction for hearing impaired children.

F. Ability to utilize appropriate instructional procedures to effect language learning in hearing impaired children and the ability to diagnose, correct, and improve language development in these children.

G. Knowledge of the communication process and the effects of hearing loss on communication.

H. Knowledge of research and other literature on communication of the hearing impaired.

I. Understanding of various modes of communication and combination of modes (listed below) used in teaching hearing impaired individuals and a knowledge of methods, procedures, and materials used in teaching these modes of communication including the use of techniques and materials appropriate to individuals or groups in the development, diagnosis, correction, and improvement of communication ability.

Reading
Written communication
Speechreading
Auditory training
Speech
Fingerspelling
The language of signs
Other modes of communication

IV. Professional knowledge and skills relating to curriculum and instruction. The candidate will satisfactorily demonstrate:

A. Understanding of the purpose and the nature of curriculum and an understanding of learning and instructional processes.

B. Knowledge of curriculum and instructional procedures common to education of the hearing impaired and regular education, adaptations of the regular curriculum and instruction for the hearing impaired, and aspects of curriculum and instruction unique to education of the hearing impaired.

C. Ability to plan, implement and evaluate learning experiences for individuals and groups including the ability to:

1. Identify learner entry level.

2. Conceptualize and formulate objectives in behavioral terms.

3. Design methods of evaluation based upon measurable objectives and utilize data collection procedure.

4. Select, design, produce and utilize media, materials, and resources appropriate to learner behavior and lesson objective.

5. Implement appropriate instructional procedures.

6. Evaluate learner responses and revise instruction appropriately.

V. Professional knowledge and skills relating to the practicum through observation participation, clinical practice and student teaching. The candidate will satisfactorily demonstrate:

A. Knowledge of facilities, services, and programs available for the education and counseling of hearing impaired children and adults.

B. Ability to interact effectively for instructional purposes in a learning situation with hearing impaired individuals or groups at one or more teaching levels in residential, day, and integrated classes.

C. Ability to plan and organize curriculum content in an area of specialization for effective learning by both individuals and groups of hearing impaired children and youth.

D. Ability to initiate and adequately participate in parent-teacher conference.

E. Knowledge of administration and budgetary procedures used in the schools.

F. Appropriate use of case files and school records of children referred and those currently enrolled in programs for the deaf or hearing impaired.

G. Knowledge of the kinds of equipment and materials needed for maintenance and operation of programs for the deaf and/or hearing impaired.

VI. Professional knowledge and skills relating to the area of speech science and audiology and their relevance to education of the hearing impaired. The candidate will satisfactorily demonstrate:

A. Knowledge, skills, and understanding of the human speech, auditory, and visual mechanisms and related brain and central nervous system structures: The anatomy of these mechanisms, their inter-relatedness, common pathologies affecting these mechanisms, and the functioning of these mechanisms in communication and other types of behavior in both intact and defective organisms.

B. Knowledge, skills and understanding relative to production, transmission, and reception of speech sounds and other sounds; physical and psychophysical characteristics of sound; and methods of displaying and graphically representing the characteristics.

C. Knowledge, skills, and understanding relative to the general and specific effects of hearing impairment upon the production of speech and the reception of speech and other sounds.

D. Knowledge, skills, and understanding relative to the various procedures for testing hearing and the interpretation of hearing test results.

E. Knowledge, skills, and understanding relative to the functioning and characteristics of various types of amplifying systems and their application to learning and the instructional process.

SBEU 0388

UTAH STATE BOARD OF EDUCATION
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STANDARDS FOR CERTIFICATION IN PUPIL PERSONNEL SERVICES

Endorsements in the field of pupil personnel services are granted on both the Basic Professional Certificate and the Professional Certificate as issued by the State of Utah. These endorsements are for counselors, school psychologists, and school social workers.

Endorsements in these categories are based upon the following standards:

COUNSELOR

1. Basic Professional Certificate

An applicant for the Counselor Endorsement to the Basic Professional Certificate must:

a. Have an approved orientation to the public school system acquired through either:

(1) Meeting the qualifications for a valid teaching certificate issued by the State of Utah, or

(2) Completing a prior-approved internship under the supervision of a professional counselor which will provide familiarity with and understanding of all aspects of the school environment. (This experience should be in addition to the supervised counseling practicum, and must be planned and coordinated through the counselor education program in which the applicant is working.)

b. Hold a master's degree in an approved counselor education program, or in lieu of the degree, have fifty-five quarter hours of approved graduate credit in courses required for the preparation of school counselors.

c. Have acquired and/or demonstrated at least minimal competency in all areas identified in Competency Guidelines for Counselors (Utah State Board of Education) for assignment at job entry level.

d. Have the recommendation of an institution approved for counselor education.

In the event that the applicant (1) holds a valid teaching certificate issued by the State of Utah, (2) completed two years of approved educational experience, and (3) is accepted in an approved counselor education program and has acquired and/or demonstrated minimal competency for assignment at job entry level as reflected in the official Guidelines, he/she may be recommended by the institution for endorsement at the Basic Professional level before the entire program has been completed. This endorsement is valid for three years, but may be extended for an additional two years upon recommendation of the employing school district and the counselor-education institution. This extension will be contingent upon evidence that satisfactory progress is being made in the approved program.

2. Professional Certificate

A candidate for the Counselor Endorsement on the Professional Certificate must:

a. Hold or be eligible to hold endorsement as a counselor on the Basic Professional Certificate.

b. Have acquired and/or demonstrated competence in all areas of professional performance identified in the official Guidelines for assignment at the fully qualified level.

c. Have completed at least three years of successful experience as a counselor.

d. Have the recommendation of the counselor-education institution, and the employing school district.

SBEU 0388.1

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

COMPETENCY GUIDELINES FOR COUNSELORS

I. Personal Qualities. The recommending institution must certify that it has gathered evidence which shows that the candidate:

A. Respects the worth and uniqueness of all individuals, including persons of all creeds, backgrounds, abilities, and value systems.

B. Believes sincerely in possibilities for growth and improvement, both in his/her own development and the development of others.

C. Possesses feelings of adequacy and worth as a person and demonstrates maturity in attitude and behavior.

II. Professional Understandings. The recommending institution must certify that the candidate has demonstrated a satisfactory level of understanding of the following general concepts:

A. Challenges and procedures related to providing education for pupils from a wide range of ethnic, economic, and social backgrounds.

B. The teaching-learning process, including the role of the teacher, the general needs related to learning disabilities, remedial procedures, and the pros and cons of compensatory education.

C. The foundations and dynamics of human personality, including basic adjustment patterns as well as those of an atypical nature.

D. Measurement and evaluation, including standardized testing, basic statistical concepts, and research procedures.

E. Counseling theory and procedures.

F. Group procedures in counseling and guidance.

G. Career development theory and the dimensions for information and counseling.

H. Administration and coordination of guidance and pupil personnel services, including the full range of community resources and opportunities for assistance available to students with special needs and problems.

III. Professional Competencies. The recommending institution must certify that the candidate for counselor endorsement has demonstrated a satisfactory level of competence in each of the skill areas that follow, keeping clearly in mind that the counselor serves students from all socio-economic levels, creeds, races, and ranges of individual differences in intellectual and emotional development.

A. Individual counseling. Demonstrated ability to:

1. Establish counseling relationships with counselees: promoting feelings of trust and confidence and providing bases for full communication and positive action.

2. Facilitate communication on the part of the counselee: accurately listening to, verbalizing, and clarifying verbal and non-verbal communication.

3. Assist counselees to identify specific needs and objectives and to devise plans for their resolution or attainment.

4. Encourage and reinforce positive and mature action on the part of counselees.

5. Conclude counseling relationships in such a manner as to foster growth toward increasingly positive and responsible behavior.

B. Group procedures. The candidate must demonstrate ability to:

*1. Enlist the support and cooperation of the school community (students, teachers, parents, and administrators) in group guidance and group counseling activities.

2. Identify specific needs or problems within the school which can be helped by group procedures and plan projects to meet these needs or problems.

3. Identify, recruit, and orient students for the respective group projects.

4. Assist the respective groups to identify appropriate objectives and move toward them.

5. Foster communication and cohesiveness within groups.

6. Handle crises and deal constructively with misbehavior in groups.

7. Prepare group members for the conclusion of the group.

C. Measurement and assessment. The candidate must be able to:

    1. Identify needs--either with individual students or groups in the school--requiring standardized tests or other assessment devices and select the proper instruments for meeting these needs.

    *2. Administer assessment programs, making arrangements; securing materials; instructing personnel; following correct procedures; and arranging for scoring, reporting and recording.

    3. Combine results of standardized tests with interviews and other data and communicate valid interpretations to students, teachers, administrators, and parents.

    *4. Demonstrate the values and the limitations of assessment data to teachers and other members of the school staff, thus encouraging full and valid use of such data.

D. Career development and career counseling. The candidate has demonstrated ability to:

    1. Assist students to assess themselves in relationship to career-educational requirements and to formulate plans for determining and reaching career goals.

    2. Collect and organize the wide range of available career materials and promote activities by teachers and other members of the school staff to provide this information to students.

    *3. Plan and conduct group activities within the school to acquaint students with the world of work and to encourage them realistically to explore their career aspirations and goals.

    *4. Communicate with employers and employment agencies in the community to secure career data and to promote contacts and placements for students.

    *5. Work effectively with career education, work-study, and other school programs designed to relate studies in school to actual experience on the job.

E. Staff and administrative relationships and responsibilities. The candidate has demonstrated ability to:

    1. Cooperate with teachers and other staff members: accepting student referrals and discussing corrective procedures, discussing the nature and treatment of individual and group

learning problems, and interpreting formally and informally the role and contributions of the counselor.

2. Consult with parents: discussing with them their concerns about their children and working together in the interests of the child.

*3. Plan and conduct the program of pupil services in the school: understanding the full range of services and their relationship to the total school program; determining needs as to staff, facilities, and materials; and exerting leadership to ensure effective functioning of the program.

*4. Relate to services and resources outside the school: being aware of the range of resources available to students in the school district and the community, making proper referrals to these resources, and following through with personal contacts and conferences as needed.

F. Research activities. The candidate has demonstrated ability to:

1. Interpret relevant research reports pertaining to pupil services and to the educational program.

*2. Recognize the need for and conceptualize research projects related to the assignment and the school.

*3. Design and carry out research projects according to sound principles and procedures.

*Applicable to Professional Certificate level only.

SBEU 0388.2

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

SCHOOL PSYCHOLOGIST

1. Basic Professional Certificate

An applicant for the School Psychologist Endorsement to the Basic Professional Certificate must:

a. Have an approved orientation to the public school system acquired through either:

   (1) Meeting the qualifications for a valid teaching certificate issued by the State of Utah, or

   (2) Completing an approved internship of at least two quarters or one semester in a school setting or in an agency which includes a substantial amount of experience with children and contact with the public schools.

b. Hold a master's degree from an accredited institution.

c. Have acquired and/or demonstrated competence in each of the areas identified in the Competency Guidelines for School Psychologists (Utah State Board of Education) for assignment at job entry level.

d. Have the recommendation of an institution approved for the preparation of school psychologists.

2. Professional Certificate

A candidate for endorsement as a school psychologist on the Professional Certificate must:

a. Hold or be eligible to hold endorsement as school psychologist at the Basic Professional level.

b. Have completed three years of successful experience as a psychologist as verified by the employing school district.

c. Have acquired and/or demonstrated competence in each of the areas identified in the official Guidelines for assignment at the fully qualified level.

d. Receive the recommendation of the employing school district and the preparing institution where appropriate.

SBEU 0388.3

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

COMPETENCY GUIDELINES FOR SCHOOL PSYCHOLOGISTS

I. Personal Qualities. The recommending institution must certify that it has gathered evidence which shows that the candidate:

A. Respects the worth and uniqueness of all individuals, including persons of all creeds, backgrounds, abilities and value systems.

B. Believes sincerely in possibilities for growth and improvement, both in his/her own development and the development of others.

C. Possesses feelings of adequacy and worth as a person and demonstrates maturity and stability in attitude and behavior.

D. Possesses the ability to respect and hold in confidence, privileged information received in a professional setting or capacity.

II. Professional Understandings. The recommending institution must certify that the candidate for endorsement as school psychologist has demonstrated a satisfactory level of understanding of the following basic concepts:

A. The challenges and procedures related to providing education for pupils from a wide range of ethnic, economic, and social backgrounds.

B. The teaching-learning process, including the role of the teachers, the general needs related to learning disabilities, remedial procedures, and the pros and cons of compensatory education.

C. An orientation to the organizations of psychological services in the public schools, and relation of these services to the school and the community.

D. The foundations and dynamics of human personality, including normal and abnormal.

E. The techniques of administering, scoring, and interpreting individual diagnostic tests including:

1. Intelligence tests.

2. Educational achievement tests.

3. Special tests used in the assessment of children with physical, sensory, learning, and mental handicaps.

4. Developmental scales.

5. Projective approaches to the study of personality.

F. The techniques of interviewing and counseling (individual and group).

G. Group testing procedures and techniques.

H. Basic statistical concepts and research procedures.

III. Professional Competencies. The recommending institution must certify that the candidate for endorsement as school psychologist has demonstrated a satisfactory level of competence in each of the following professional performance areas:

A. Psychological services in the public schools. The candidate has demonstrated ability to:

1. Relate to and function with the roles of the various specialists on the school staff in the area of child study, guidance, pupil services and curriculum development.

2. Interpret and share with other school professionals the psychological knowledge acquired through his/her study of learning processes.

3. Cooperate and work within the resources and limitations existing within the State and local organizational structures.

B. Diagnostic study of the individual student. The candidate has demonstrated ability to:

1. Perform diagnostic testing evaluations of exceptional children of all ages. The specific skills must include administering, scoring and interpreting:

a. Intelligence tests (group and individual).

b. Educational achievement tests.

c. Special tests used in the assessment of children with physical, sensory, learning, and mental handicaps.

d. Developmental scales.

e. Projective approaches to the study of personality.

2. Employ appropriate (counseling-oriented) interviewing techniques and strategies to obtain critical and relevant diagnostic data from school personnel, family and community resources.

3. Conduct in-depth clinical assessment interviews with exceptional children for the purpose of augmenting and/or reducing diagnostic testing procedures.

4. Analyze the student's learning and behavioral patterns in his/her school environment through skilled classroom observations.

5. Integrate all diagnostic findings into an understandable written report.

C. Classroom remediation strategies. The candidate has demonstrated ability to:

1. Draw from diagnostic data prescriptive suggestions for enhancing the educational development of referral students.

2. Provide remedial strategies in cooperation with the teacher and other pupil services specialists by:

    a. Interpreting learning patterns (strengths/weaknesses).

    b. Recommending teaching strategies for students with learning disabilities.

    c. Suggesting remedial material for specific learning problems.

    d. Participating in curriculum planning to meet individual needs.

    e. Suggesting classroom environment changes to facilitate individual learning.

    f. Applying learning systems to enhance individual motivation.

3. Facilitate appropriate expectations concerning students' developmental progress.

4. Communicate in understandable fashion, through verbal and/or written reports, remedial suggestions.

5. Assist and follow up in the implementation of remedial strategies.

D. Therapeutic treatment strategies. The candidate has demonstrated ability to:

1. Implement individual and group counseling techniques by:
    a. Establishing relationships to promote feelings of trust and confidence and provide a basis for full communication and positive action.
    b. Facilitating communication for accurate listening to, verbalizing, and clarifying verbal and nonverbal communication.
    c. Helping the client to identify specific needs and objectives and devise strategies for their resolution or attainment.
    d. Encouraging and reinforcing positive and mature actions.
    e. Terminating relationships in such a manner as to foster growth toward increasingly positive and responsible behavior.
2. Implement treatment programs planned jointly with teachers and parents by:
    a. Facilitating awareness of individual student needs.
    b. Modifying the home and/or school environment.
    c. Counseling parents and teachers for effective educational and personal growth experiences for the student.
3. Arrange appropriate referral and follow-up of cases with child guidance clinics and other community agencies. Participate in inter-agency conferences and in other liaison functions between the school and the community agency.

E. Consultation and in-service techniques. The candidate must demonstrate ability to:

1. Interpret test findings orally and/or in writing to children, parents, teachers, principals, and other members of the school and district staff, communicating at the appropriate level.
2. Function as a member of a team of professional specialists representing a variety of skills, training, philosophy and modes of operation.

3. Apply knowledge of group dynamics and group processes to facilitate problem solving and inter-staff communication.

4. Participate on various committees within the school in such areas as pupil services, special education, evaluation, pupil mental health, teaching methods and classroom management, curriculum planning, and prescriptive teaching.

5. Provide in-service to students, parents and school personnel in areas related to psychological services.

6. Assist in the formulation of developmental and preventative programs for the good of all students.

F. Evaluation and research. The candidate has demonstrated ability to:

1. Organize and administer group evaluation programs in the district by:

    a. Administering, scoring, and interpreting achievement, aptitude, interest, intelligence, and other group tests.

    b. Coordinating and directing school personnel in the proper selection, administration, scoring, interpretation and use of standardized tests or developing other assessment devices to meet local needs.

    c. Evaluating and reporting group test results and preparing test calendars and bulletins.

    d. Implementing with the administrators in various curriculum areas, programs related to quality education and curriculum development by using the test data obtained through group evaluation and assessment.

2. Participate in research activities of the schools by:

    a. Involving school personnel in the evaluation of new programs or pilot programs.

    b. Identifying significant student needs and research problems in schools and developing designs for problem solving.

    c. Applying appropriate statistical procedures for the evaluation of educational research.

SBEU 0388.4

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

SCHOOL SOCIAL WORKER

1. Basic Professional Certificate

An applicant for the School Social Worker Endorsement to the Basic Professional Certificate must:

a. Have an approved orientation to the public school system acquired through either:

(1) Meeting the qualifications for a valid teaching certificate issued by the State of Utah, or

(2) Completing an approved internship of at least two quarters or one semester in a school setting or in an agency which includes a substantial amount of experience with children and contact with public schools.

b. Hold a Master of Social Work degree from an accredited institution.

c. Have acquired and/or demonstrated a satisfactory level of competence in all areas identified in the Competency Guidelines for School Social Workers (Utah State Board of Education) for assignment at job entry level.

d. Have the recommendation of an institution approved for the preparation of social workers.

e. Be licensed as a social worker by the State of Utah.

2. Professional Certificate

A candidate for endorsement as a school social worker on the Professional Certificate must:

a. Hold or be eligible to hold an endorsement as social worker at the Basic Professional level.

b. Have completed not fewer than three years of successful school social work experience as verified by the employing school district.

c. Have demonstrated competence in each of the areas identified in the official Guidelines for assignment at the fully qualified level.

d. Receive the recommendation of the employing school district and the preparing institution where appropriate.

SBEU 0388.5

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

COMPETENCY GUIDELINES FOR SCHOOL SOCIAL WORKERS

I. Personal Qualities. The recommending institution must certify that it has gathered evidence to show that the candidate:

A. Respects the worth and unique qualities of all individuals, including persons of all creeds, backgrounds, abilities, and value systems.

B. Believes sincerely in possibilities for growth and improvement, both in his/her own development and the development of others.

C. Possesses feelings of adequacy and worth as a person and demonstrates maturity and character in attitude and behavior.

D. Subscribes to the concept of continuing personal and professional growth through the utilization of available techniques and resources, e.g., the establishment of personal objectives, use of supervision, continuing educaton, etc.

E. Possesses the ability to respect and hold in confidence privileged information received in a professional setting or capacity.

II. Professional Understandings. The recommending institution must certify that the candidate for endorsement as school social worker has demonstrated a satisfactory level of understanding of the following basic concepts:

A. Challenges and procedures related to providing education for pupils from a wide range of ethnic, economic, and social backgrounds.

*B. The teaching-learning process, including the role of the teacher, the general needs related to learning disabilities, remedial procedures, and the pros and cons of compensatory education.

C. The foundations and dynamics of human personality, including basic and atypical adjustment patterns.

D. Measurement and evaluation, including standardized testing, basic statistical concepts, and research procedures.

E. Social work theory and methodology.

*F. Vocational development theory and the dimensions of career information and counseling.

G. Understand the problems created by disabilities which may interfere with the normal progress of the individual through the school program.

H. Coordination of pupil personnel services, including the full range of community resources and opportunities for assistance available to students with special needs and problems.

I. Organizational dynamics and the processes of administration.

J. Positive and negative social forces which affect the social functioning of individuals, groups, families, and educational institutions.

K. The function of the school as a major social institution in contributing to the socialization of children.

L. The school as a microcosm of the larger society.

III. Professional Competence. The recommending institution must certify that the candidate for endorsement as school social worker has demonstrated a satisfactory level of competence in each of the following areas of professional performance, bearing in mind that the social worker serves students from all socio-economic levels, creeds, races, and ranges of individual differences in intellectual and emotional development.

The recommending institution must also certify that the applicant can make professional judgments which are rooted in the knowledge base, the values and the on-going research which make up the professional of social work. Furthermore, the applicant must be able to evaluate the outcome of his/her own work.

A. Work with Individuals and Families. The candidate has demonstrated ability to:

1. Formulate a psychosocial assessment and intervention plan based on knowledge of human development, personality problems, social cultural and economic factors, family interaction, and the student's coping pattern.

2. Involve the student, the family, the teacher, and the community in the formulation of goals.

3. Enable students and families to utilize help.

4. Assist in distinguishing between individual, institutional, and social problems and the appropriate level(s) for intervention.

B. Work with Groups. The candidate must be able to:

1. Understand group dynamics and to use this knowledge to enhance the social functioning of group members.

2. Understand the dynamics of the family as a primary group and apply skills to enhance family functioning.

3. Demonstrate skill in the implementation of group processes such as problem identification, recruitment, group formation, individual and group goal setting, programming, the facilitation of group interaction, termination, and evaluation.

4. Conduct classes to help groups of students understand mental health concepts, social interaction, and problem solving as an essential component of social functioning.

5. Utilize the strengths and resources inherent within individuals, groups, and community systems in a constructive fashion.

C. Work with Communities. The candidate must be able to:

1. Exhibit knowledge of the community and skill in relating to community groups.

*2. Exhibit knowledge and skill in social planning process.

3. Identify community resources and make these resources available to the client.

4. Mobilize or create** community resources for the benefit of students and their families in support of the educational process.

5. Mobilize or create** resources within the school system to support and further the common goals of education.

**6. Demonstrate skill in the implementation of work with the communities such as defining communities of need and interest, organizing committees, identify and evaluate community resources, contribute to the resolution of conflict, participate in social planning efforts, the organization and coordination of direct services, liaison functions with other systems, the development of coalitions and otherwise enable collective action.

D. Measurement and Assessment. The candidate has demonstrated ability to:

1. Contribute to the assessment of dysfunctional forces that impinge upon students or the educational institution.
2. Communicate the value and limitation of assessment data to teachers and other members of the school staff, thus encouraging full and valid use of data.
3. Assess the outcome of his/her work.

E. Staff and Administrative Relationships and Responsibilities. The candidate must be able to:

1. Work effectively as a team member with other school personnel, i.e., demonstrate the capacity to work interdependently as well as independently.
2. Exhibit knowledge concerning the decision makers, the decision-making process, and the dynamics of program implementation.
3. Communicate effectively with people who are in decision-making roles on all levels as well as those to whom educational services are delivered.
4. Work effectively with committees.
5. Cooperate with teachers and other staff members: accepting student referrals, discussing corrective procedures, discussing the nature and treatment of individual and group learning problems, and interpreting formally and informally the role of the social worker.
6. Consult with parents: discussing with them the concerns about their children and working together in the interests of the child.
7. Plan and conduct the program of pupil services in the school: understanding the full range of services and their relationship to the total school program, recommending needs as to staff, facilities, and materials, and exerting leadership to insure effective functioning of the program.
8. Relate to services and resources outside the school: being aware of the range of resources available to students in the school district and the community, making proper referrals to these resources, and following through with personal contacts and conferences as needed.
9. Exhibit public relations, communications, and public speaking skills.

10. Provide feedback to the administration about the functioning of the total program from the perspective of social work.

F. Research Activities. The candidate must be able to:

1. Interpret for himself/herself and others relevant research reports pertaining to pupil services and to the educational program.

2. Recognize the need for and contribute to the conceptualization of research projects related to his/her assignment.

3. Identify and document the existence of unmet needs.

SBEU 0372.1

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

INSTRUCTIONAL MEDIA

The Instructional Media Endorsement to the Basic Professional or the Professional Certificate became effective September 1, 1968. This endorsement is required of all new personnel entering the media field after that date. The endorsement permits service at the elementary or secondary level (K-12).

1. Basic Professional Certificate

   An applicant for the Instructional Media Endorsement to the Basic Professional Certificate for elementary or secondary schools must:

   a. Hold or be eligible to hold a Basic Professional Certificate endorsed for teaching at either level.

   b. Demonstrate proficiency* in each of the following areas:

      (1) Cataloging and Classification

      (2) Selection of Media

      (3) Utilization of Media

      (4) Media Production

      (5) Media Administration

2. Professional Certificate

   An applicant for the Instructional Media Endorsement to the Professional Certificate for elementary or secondary schools must:

   a. Hold or be eligible to hold a Basic Professional Certificate endorsed for teaching at either level.

   b. Have completed a master's degree in an approved instructional media program, or fifty-five quarter hours of approved post-baccalaureate credit, including demonstrated proficiency* in each of the following areas:

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* Verification of attainment of the proficiencies to be demonstrated will be through an approved certification program. (See Utah State Board of Education Recommended Proficiency Guidelines for Media Endorsement.)

(1) Cataloging and Classification of Media

(2) Selection of Media

(3) Utilization of Media

(4) Media Production

(5) Media Administration

(6) Information Retrieval and Data Processing

(7) Human Relations, Leadership, and Supervision

(8) Communication Theory

c. Have at least three years of successful experience as a professional educator, one year of which must be in a professional media position.**

d. Have the recommendation of an approved institution.

RENEWAL OF INSTRUCTIONAL MEDIA ENDORSEMENTS

1. Basic Professional Certificate

The Basic Professional Certificate may be renewed by presenting nine quarter hours of credit at least six of which must apply toward the Professional Certificate.

2. Professional Certificate

The Professional Certificate is renewable upon presentation of:

a. Nine quarter hours of prior-approved* college credit completed within the previous five-year period, or

b. The equivalent of nine quarter hours of prior-approved* combinations of college credit, in-service non-college credit, research projects, travel, work experience, and other professional activities. (Refer to guidelines for specific information on travel, work experience, and professional activities.) The in-service non-college credit may be applied for recertification without limit.

c. Effective July 1, 1976, Professional Certificates, after the second renewal, will be reissued upon the recommendation of the employing school district. Formal filing of credit will not be required. If an individual holding such a permanent certificate allows five years to elapse during which he/she does not teach, administer, or otherwise carry out duties and responsibilities related to the area for which certificated, under a regular contract, he/she must have the certificate reissued under regular renewal procedures which include the filing of required credit. Only full five-year certificate will be issued.

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* Ibid.

** Internship may substitute for the media portion of this requirement.

d. A holder of a Basic Professional or Professional Certificate who has a master's degree or higher may renew it by presenting evidence that he/she has taught courses in accredited higher institutions during the preceding five-year period. Equivalent credit will be allowed to that given students in the class. Credit for a specific class may be used only once under this provision.

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

RECOMMENDED PROFICIENCY GUIDELINES FOR MEDIA ENDORSEMENTS

I. INTRODUCTION

Traditionally certification requirements have been based upon earning credit hours in specified courses. Anyone satisfactorily completing these prescribed classes has been awarded the appropriate certificate. The assumptions were that anyone who completed the courses would have the necessary proficiencies, and conversely, that anyone who had not taken the courses would not have the proficiencies. Time and experience have shown that these assumptions may not necessarily be true. Educators have also usually stated objectives in such general terms that any precise measurements were difficult, if not impossible.

Recent developments in planning and evaluating have made possible a new approach to certification based on measurable criteria. Accordingly, certification may be based on performance criteria rather than on the accumulation of a specified number of hours in designated classes. This publication specifies measurable performance criteria, as recommended by the Utah Public School Media Advisory Committee, for meeting proficiency requirements of the Utah Media Endorsements. Candidates who perform satisfactorily according to these measurable criteria would be considered as having met the specific endorsement requirement regardless of the route taken to obtain the proficiency.

Before recommending a candidate to the Utah State Board of Education for a media endorsement, the institution should be satisfied that he/she has acquired the necessary competencies. The recommending institution is free to determine how the competency will be demonstrated or ascertained. It is, however, recommended that when a candidate believes he/she already possesses the required competency, the evaluating institution provide a means by which actual possession of that proficiency can be determined.

Competencies may be determined one at one time. In demonstrating competency, alternatives to written responses are encouraged.

It is expected that the examining institution would charge a reasonable fee to cover costs of materials required for determing a competency if an examination is given in lieu of a course or program.

II. MEDIA ENDORSEMENTS

Utah currently offers two levels of media endorsements. The first is a beginning endorsement available on a Basic Professional Certificate. Any person holding a valid Utah Basic Professional Teaching Certificate is a possible candidate for the basic media endorsement. He/she can obtain this endorsement by demonstrating that he/she has proficiency in the following areas:

1. Cataloging and Classifying
2. Selection of Media
3. Utilization of Media
4. Media Production
5. Media Administration

A definition of each of these proficiencies follows in Part III.

The second endorsement is an advanced endorsement comparable to master's level preparation in the field. Any person holding a Basic Professional Teaching Certificate having completed (1) three years of successful experience as a professional educator (one must be in a *professional media position), and (2) 55 quarter hours of university work beyond the bachelor's degree or a master's degree, can qualify for this endorsement if he/she can demonstrate that he/she has the following proficiencies:

1. Cataloging and Classifying Media
2. Selection of Media
3. Utilization of Media
4. Media Production
5. Media Administration
6. Information Retrieval and Data Processing
7. Human Relations, Leadership, and Supervision
8. Communication Theory

A definition of these proficiencies can be found in Part IV.

III. BASIC MEDIA ENDORSEMENT - PROFICIENCY CRITERIA

Prerequisite:
1. Bachelor's degree
2. Teaching certificate

A. Cataloging and Classifying

(Examining institutions will provide necessary tools.)

1. Candidate's choice

   a. From a group of twenty books provided by the examining institution, the candidate will select, classify, and catalog ten. The candidate will use standard cataloging and classification rules as outlined in the latest edition of *Cataloging and Inventorying Instructional Materials in Utah Schools*, supported by other cataloging tools referred to in that publication. The work will be done well enough that no more than two errors in cataloging and classifying violate any major principle in those references.

   or

   b. The candidate will examine prepared catalog cards for ten different books and will identify the errors in cataloging and classifying according to the latest edition of *Cataloging and Inventorying Instructional Materials in Utah Schools*. The candidate will not miss more than two errors nor suggest any changes not in harmony with the above publication. If candidate deletes or adds any cards, he/she will justify his/her actions.

2. Candidates choice

   a. The candidate will classify and catalog ten non-print items provided by the examining agency using standard cataloging and classification rules as outlined in the latest edition of *Cataloging and Inventorying Instructional Materials in Utah Schools*, supported by other cataloging tools referred to in this publication. The work will be done well enough that no more than two errors in cataloging and classifying violate any major principle in this reference.

   or

   b. The candidate will examine prepared catalog cards for ten different non-print items and will identify the errors in cataloging and classifying as outlined in the latest edition of Cataloging and Inventorying Instructional Materials in Utah Schools. The candidate will not miss more than two errors nor suggest any changes not in harmony with the above publication. If a candidate deletes or adds any cards, he/she will justify his/her actions.

3. The candidate will respond to the following:

   a. State the basic purposes of a shelf list.

   b. Tell how the shelf list is organized.

   c. Explain the difference between a shelf list and a card catalog.

   d. Explain the purposes for using a standard list of subject headings such as Sears List of Subject Headings.

   e. List four other aids that would be of value to the cataloger in addition to standard cataloging tools.

   f. Explain what one would do to select new subject headings for materials which are not considered in Sears List of Subject Headings.

4. The candidate will arrange a given list of subject headings, authors, and titles in correct order, according to American Library Association rules for filing, and re-arrange a given list of class numbers in correct shelf order. Ninety-five percent (95%) of the items will be arranged correctly.

Selecting Media

1. Using selection tools of his/her choice, the candidate will:

   a. Identify the tolls he/she has selected and include a rationale for the choice of each.

   b. Make a list of three titles from each of the following categories as selected by the examiners at the time of examination. Include full information for ordering and indicate the reasons for selecting each item; i.e., for whom and why.

      (1) Programmed materials

      (2) Study prints

      (3) Slides and filmstrips

(4) Pre-recorded audio tapes

(5) Motion pictures (16mm sound)

(6) Instructional television programs

(7) Overhead transparencies

(8) 8mm loop films

(9) Fiction books

(10) Reference books, including one set of encyclopedias

(11) Non-fiction books

Note: The list of tools and rationale, the lists of materials, and the ordering information will be evaluated.

2. The candidate will:

   a. Identify five professional journals for the media specialist and five others for the teacher.

   b. Identify those useful for selection because of their containing annotations or reviews of material.

3. The candidate will explain six techniques for involving faculty and students in selection.

4. The candidate will differentiate between jobbers (distributors) and publishers (producers) by giving two examples of each and enumerating types of materials not usually available through jobbers.

5. The candidate will select a medium of his/her choice, identify the necessary elements of an evaluation, and develop an evaluation form for that medium. The form should include sufficient information to completely describe the medium.

Utilization of Media

1. The candidate will state four principles used to guide behavior for serving both faculty and students. He/she will then provide at least five policy statements to show how these can be implemented.

2. The candidate will enumerate five ideas for encouraging teacher and/or student use of materials.

3. The candidate will outline in detail a procedure for training students and teachers how to operate a specified unit of media equipment. The candidate may outline a lecture-demonstration approach or describe the design of an automated equipment laboratory facility.

4. The candidate will prepare a brief statement which describes a rationale for the use of media in the teaching-learning process. The candidate will also validate his/her statement by listing at least two notable researchers or writers who subscribe to the rationale.

5. The candidate will be able to identify and explain at least three major strengths and at least two limitations of each of the following types of materials. He/she will be examined on at least four selected by the examining agency at the time of examination.

    a. books

    b. reference tools

    c. periodicals

    d. programmed materials

    e. slides

    f. filmstrips

    g. audio recordings

    h. study prints

    i. motion pictures (16mm sound)

    j. overhead transparencies

    k. instructional television programs (broadcast or video tape

    i. 8mm loop films

D. Production

A two and one-half hour block of time is suggested for the examination on production. All materials and equipment should be provided by the examiner, and the candidate should be asked to demonstrate his/her proficiency in the following areas:

1. Mounting

   a. The candidate will demonstrate proficiency in mounting pictures by producing *one acceptable example of the following:

      (1) Dry mount on a hard surface, using dry mounting tissue

      (2) Dry mount, using dry mounting cloth

      (3) Rubber cement mount

      (4) Laminate with thermo copy machine, adhesive acetate, or heat press

   b. The candidate will list one advantage and one disadvantage of each of the mounting processes listed above.

2. Lettering

   a. The candidate will produce a word of six or more letters (the word must display acceptable spacing, well-formed strokes, accurately aligned letters, and neatness), using *one of the following lettering techniques:

      (1) Stencil lettering (Rapido-guide, Wrico, paper stencil, etc.)

      (2) Mechanical lettering (Letterguide, LeRoy, etc.)

      (3) Prepared letters (dry transfer, adhesive letters, etc.)

      (4) Hand letters (Speedball, felt pen, etc.)

   b. Given a list of available lettering techniques, and a list of uses, the candidate will correctly match the technique with the most logical use.

3. Enlargement

   The candidate will demonstrate an ability to enlarge drawings by producing an example of *one of the following techniques. The candidate will render the lines permanent with pen and ink, brush, marker, or some suitable medium. He/she will also "clean up" the illustration by removing unwanted pencil lines in order to present a neat appearance.

a. Projection enlargement

b. Grid enlargement

c. Pantograph enlargement

4. Transparencies

a. The candidate will produce *one acceptable example of each of the following methods:

(1) Thermo transparency

(2) Diazo (multi-colored)

(3) Picture transfer of lift (adhesive acetate, transparafilm, Seal-lamin, etc.)

b. Given a list of transparency types, the candidate will list one advantage and one disadvantage inherent in each of the types.

5. Reproducing

The candidate will demonstrate proficiency in copying by producing *one acceptable copy from the following:

a. Spirit duplicator

b. Thermo copy

c. Thermal spirit master

d. One other method of candidate's choice (offset, electrostatic, dry photo, wet photo, mimeograph, etc.)

6. Recording, Audio

a. The candidate will produce one five-minute tape segment from original sound, using *one of the following:

(1) Reel to reel recorder

(2) Cassette recorder

b. The candidate will also produce (dub) one five-minute tape segment from another audio source such as another tape, record, radio, or television program, using *one of the following:

(1) Reel to reel recorder

(2) Cassette recorder

7. Recording, Video

The candidate will demonstrate proficiency in the use of a portable video tape recorder by:

a. recording a segment "off the air"

b. transferring a recorded program from one VTR to another.

8. Coloring

a. The candidate will list eight different methods of coloring, identifying four which must be acceptable in coloring transparencies.

b. The candidate will produce a color transparency using *one of the four methods identified as acceptable for this purpose.

9. Constructing

The candidate will list five different kinds of demonstration devices and/or presentation devices and give at least two advantages for each; e.g., diorama.

10. Displaying

The candidate will list five basic compositional principles and then design a bulletin board dummy which displays at least three of the five principles. The candidate will use colored construction paper for this process.

11. Preparing TV Art Work

The candidate will demonstrate his/her understanding of the following by identifying them on materials provided by the examining agency:

a. aspect ratio and critical area for art work prepared for use on television.

b. contrast or gray scale consideration on materials prepared for use in television.

*In all areas in this section marked with an asterisk the examiner should select at the time of examination one item in each area for the candidate to demonstrate his/her proficiency. Candidate should be prepared to demonstrate competency in all listed areas.

E. Administration (Organization and Procedure)

1. Budgeting

a. The candidate will present a budget he/she had previously prepared for a school or school district instructional media program or system specifying the population to be served and, in general terms, the types of services that will be offered.

b. The candidate will list current major sources of federal, state, and local funds available for operating media programs in Utah's public schools.

2. Space Facilities

Given a description of a school or district instructional media center (student body size, level, media services to be provided, etc.), the candidate will list at least five functions for which space will be required and indicate special features or equipment, if any, that will be needed in each space.

3. Personnel

Given a description of a school or district media program or system (student body size, level, services to be provided, etc.), the candidate will list five general areas of media staff competency that will be required and approximate full time equivalency for each area.

4. Selection of Equipment

The candidate will name two sources of data on media equipment that will provide general coverage of the variety of types of equipment available. He/she will then identify six criteria which he/she would recommend for use in selecting media equipment for both group and individualized instruction.

5. In-service Training

a. The candidate will outline a program, using a systems model, for an in-service workshop dealing with one of the following topics:

(1) Instructional development

(2) Media utilization

(3) Developing individualized instruction packages

(4) Media selection - evaluation

b. The candidate will name two sources of quantitative instructional materials standards or guidelines that could be used in establishing guidelines for a given school or school district.

IV. PROFESSIONAL MEDIA ENDORSEMENT

A. Prerequisites:

1. Master's degree or 55 quarter hours beyond bachelor's degree.

2. Teaching certificate.

3. Three years of successful experience in education. One year must be in a professional media position. This is defined as at least a full time equivalency of 25% for the period of time required to equal one year of full time experience. (See internship requirements which may substitute for actual media experience, page 113.)

B. Proficiency criteria:

1. Cataloging and Classifying

   Same as for basic endorsement.

2. Selecting Media

   a. Must meet all requirements for basic endorsement.

   b. When given any three different examples of media, i.e., books, reference tools, periodicals, newspapers, filmstrips, slides, transparencies, video tapes, audio tapes, programmed materials, 16mm sound films, on his/her level of preparation (elementary or secondary), the candidate will:

      (1) Identify three or more evaluative criteria for each that he/she considers important (excluding content validity).

      (2) Evaluate the items provided using the criteria identified.

      (3) List at least three suggested objectives for each example.

      (4) State the conditions under which each of the items should be purchased.

   c. The candidate will explain the rationale for the following selection rule, "A medium of instruction must be selected for utilization on the basis of its potential for implementing a stated measurable objective."

3. Utilizing Media

a. The candidate must meet all requirements for basic endorsement.

b. The candidate will identify at least three innovations in materials and equipment that have occurred during the past five years (not including those listed in "d" and "e" below), and evaluate each of these.

c. The candidate will describe at least three procedures for disseminating information to inform the instructional staff regarding the availability and location of instructional materials.

d. The candidate will describe the potential uses, relative effectiveness, and practicality of multi-media and electronic response systems, i.e., Edex.

e. The candidate will suggest potential uses of the new electronic video recording equipment, i.e., EVR, Selectavision, Instavision.

f. The candiate will cite at least three restrictions on duplication of materials as specified by the copyright laws.

g. The candidate will state at least three advantages and three disadvantages of mass media.

h. The candidate will describe at least three ways individuals in a school community are affected by printed and by electronic media.

i. The candidate will:

(1) Outline the current ITV organization in the state of Utah. (Organizational--not professional associations.)

(2) Explain the current procedures for:

(a) Acquiring programs for and scheduling KUED during school hours.

(b) Producing ITV programs on a state-wide basis.

(3) Identify the two major communication devices (methods) the state uses to provide information on ITV programs for Utah schools and evaluate these methods in terms of their effectiveness in getting information to the teacher.

(4) Outline the roles of the district media director and the school instructional media coordinator in coordinating the state ITV efforts with local schools.

j. The candidate will describe the characteristics and application of ITV as used in the classroom, in individualized instruction, and in micro-teaching.

k. The candidate will explain the conceptual basis for individualized instruction, including a description of behavioral objectives, diagnosis, prescription, evaluation, and application of learning theory to practice.

l. The candidate will define and explain three of the following terms as they apply to systematic instructional design and development. The three to be defined will be selected by the examining agency at the time of the examination. The candidate will specify the references used to explain the terms, and suggest references that may be used by others interested in instructional design.

(1) Content analysis

(2) Learner or audience analysis

(3) Measurable behavioral objectives

(4) Task analysis

(5) Instructional strategies

(6) Instructional sequencing

(7) Selection of resources

(8) Evaluation

(9) Feedback and revision

m. Most conceptual behavioral objectives can be described as belonging to one of the following five categories. Candidate will define each category and list two examples of each.

(1) Identifying

(2) Naming

(3) Describing

(4) Ordering

(5) Constructing

n. The candidate will explain the difference between concept (cognitive), skill (psychomotor), and value (affective) behavioral objectives.

o. The candidate will describe at least three procedures for assessing student entry behavior. Include a description of the following assessment instruments: pre-entry, pre-test, and self-test.

p. The candidate will outline a workshop for teachers in his/her school, designed to explain and justify the value and effectiveness of systematic instructional design principles for planning and developing as well as implementing instruction.

q. The candidate will list at least six criteria to use in selecting media to be used in a learning activity.

r. The candidate will construct an individualized package, on a topic of his/her choice, containing the following curriculum components:

(1) Conceptual statement

(2) Behavioral objective(s)

(3) Pre-, post-, and self-tests

(4) Alternative learning activities

(5) Resource materials

(6) Quest or depth experience

s. The candidate will explain the advantages and disadvantages of four of the following materials selected by the examiner at the time of examination in terms of the adaptability of each to individualized instruction:

(1) 16mm sound films

(2) 8mm film loops

(3) Slides

(4) Filmstrips

(5) Reel tapes

(6) Cassette tapes

(7) Overhead transparencies

(8) Games and kits

(9) Records

(10) Video tapes

(11) Programmed materials

(12) Books

(13) Periodicals

(14) Pamphlets

t. The candidate will outline three or four procedures he/she would follow in order to introduce and implement individualized instructional practices and materials in an existing *traditional* classroom.

4. Production

a. The candidate must meet requirements for basic endorsement.

b. The candidate will produce one five-minute video tape with a television camera and original sound and one five-minute video tape segment from a television broadcast (off the air). All equipment will be furnished by examiners.

c. The candidate will describe the process and equipment required to produce a 2" x 2" color copy slide.

or

The candidate will describe the process for producing a short 8mm film. Include an explanation of the treatment, storyboard, shooting script, filming, editing, and sounding.

or

The candidate will explain the characteristics and advantages of the "high contrast" photographic process for producing slides and overhead transparencies. (Candidate's choice)

d. The candidate will identify and describe the factors (elements) which must be considered when designing a visual message.

e. The candidate will identify at least four guidelines for writing scripts for media presentations.

5. Administration

a. The candidate must meet all basic requirements.

b. The candidate, when presented with two case studies of personnel problems, will provide a possible solution to each problem.

c. The candidate will prepare in advance of his/her examination an outline of the media program for which he/she is responsible, or for a hypothetical situation if he/she is not currently assigned to a professional media position. It should include:

(1) Philosophy of media program including its objectives.

(2) Terminology to be used.

(3) Personnel

(a) Include an organizational chart

(b) Identify each position and describe qualifications and major responsibilities.

(4) Media Center Facilities

(a) Indicate space allocation by a floor plan and pictures.

(b) List equipment by types and indicate where it will be housed.

(c) Compare what now exists with state or national standards.

(5) Media Center Resources: Materials Collections

Indicate ideal collection size, what the school now has, and a plan for reaching or moving in the direction of the ideal. (Use state standards. If the program is for a school, use school media profile form to meet these stipulations.)

(6) Selecting and Organizing Materials

(a) Prepare a selection policy and a procedure for selecting and for cataloging materials, and specify where located in the school.

(b) Recommend and explain a system for maximizing utilization, i.e., how teachers and students would obtain materials, what rules and regulations should be established regarding use of materials and equipment in and out of school.

(7) Budgeting

Indicate method of budgeting, sources of funds, and how funds would be allocated to meet needs of the school, based on objectives and current status of the school in reaching these objectives. (State media budget form should be used to meet this stipulation.)

6. Mass Media

Requirements for this proficiency included with media utilization.

7. Information Retrieval and Data Processing

a. The candidate will write a paragraph or orally describe, in general, uses of the computer in the media field including at least two advantages and two limitations.

b. The candidate will list at least five educational functions that can be performed by a computer including two that apply to the media field.

c. The candidate will describe the characteristics and potential uses of dial access and electronic random retrieval systems and equipment and identify at least two such systems now being used in education (preferably in Utah).

8. Human Relations, Leadership, and Supervision

a. The candidate will identify and describe six important points that might be brought out in a handbook designed to acquaint students with rules and procedures in their school instructional media center. This will be applicable to the age group with which the candidate expects to work and should reflect his/her philosophy of school media service to students.

b. The candidate will identify and describe three activities a media coordinator might initiate to encourage reluctant students to use the school instructional media center. The activities will be suitable for the age level with which the candidate expects to work.

c. The candidate will express his/her attitude toward scheduled and unscheduled student use of the school media center justifying his/her position.

d. The candidate will outline a procedure for meeting the needs and being of service to teachers and administrators by listing six tasks a media coordinator might perform for the teachers and administrators that would stimulate their increased use of the instructional media center. He/she will also outline five major points he/she would bring out in a faculty meeting devoted to the usage of the media center.

e. The applicant will respond to a series of three or more situations or case problems which are either printed or in oral form on tape.

The responses will reflect an understanding and person-oriented nature. The following is an example:

> Instructions: In this part of the test a series of excerpts are presented. These excerpts are expressions from people in the media center or are about the media center. They are all directed to the media coordinator. You are to take the role of the media coordinator and reply with your most appropriate response.
>
> a. Student, age 11, "I've read every good book in here; there's nothing left that's worth reading!"
>
> b. Equipment in the IMC is being used on a free-flow basis by students from several classes working on independent research projects. A teacher, with his/her class following, enters media center and says, "I've signed up for a reading period for

now; you'd better send these other students out--mine want to use the equipment."

c. Student, age 15, "I'm supposed to hand in a term paper at fourth period today. I think it has to be about Russia or something like that."

d. Student, age 7, hesitantly, "My book got left in the sprinklers; it's kind of wrinkly."

e. The media coordinator is telling an exciting story to a group of kindergarten children when a child from the second grade approaches and interrupts at a crucial point: "My teacher says we need a picture of a black bear, right now."

f. At a faculty meeting where the media coordinator has been given some time to display and explain some of the new materials, a teacher says: "Let's skip all this and get out of here early for a change!"

f. The candidate shall complete a media center internship (minimum 160 clock hours) to practice and demonstrate his/her professional abilities in leadership and supervision or he/she shall have completed one year in a professional media position as previously defined (page 105). His/her immediate supervisor shall evaluate his/her work using the following form or one similar to it developed by the examining agency. This rating must be acceptable to the recommending agency.

A. PERSONAL EVALUATION OF PERFORMANCE

Use the following scale in your evaluation:

1. Not satisfactory
2. Below average
3. Acceptable performance
4. Good
5. Superior

	1	2	3	4	5
1. Demonstrates his/her ability to apply media technology and methods to educational problems.					
2. Demonstrates enthusiasm for his/her job.					
3. Demonstrates leadership ability.					
a. Students, teachers, principal, and patrons indicate confidence in him/ her.					
b. Engenders self-confidence in those with whom he/she works.					
4. Demonstrates leadership in the organization of in-service training of students and teacher, i.e., demonstrations, workshops.					
5. Indicates enjoyment of media work. Engenders enthusiasm and enjoyment among those with whom he/she works.					
6. Shows creativity in his/her leadership.					
7. Demonstrates ability to instruct and supervise others.					
8. Demonstrates ability to supervise organization of equipment and materials for efficient use.					
9. Demonstrates ability to cope with pressures.					
10. Maintains a pleasant, patient manner.					
11. Shows willingness to give help before and after regularly scheduled hours.					
12. Demonstrates ability to organize and enthuse student assistants.					
13. Demonstrates ability to make sound educational decisions.					

______________________ Evaluator

______________________ Position

9. Communication Theory

a. The candiate will demonstrate an understanding of the meaning of communication by presenting three examples of how a communicator selects and transmits stimuli to the behavior of other individuals.

b. Playing the role of a school media coordinator, the candidate will apply the SMCR Communication Model or another communication model of his/her choice to identify the various roles and possible messages and channels which might be used to communicate how media can improve the educational program of the school.

c. The candidate will define and explain the following as they apply to communications theory:

   (1) "the image of the other" or "set"

   (2) "body language"

   (3) "silent language"

   (4) time and space relationships

   (5) cultural background

d. The candidate will give two examples showing how communication behavior loses its efficiency when it becomes habitual.

e. The candidate will describe three examples of communication barriers which may be created in instructional media centers and then explain how these barriers may be eliminated.

SBEU 0379

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

VOCATIONAL CERTIFICATE

The Utah State Board of Education issues a Vocational Certificate and also a Vocational Endorsement to both the Basic Professional and Professional Certificates.

1. Vocational Certificate (Two year)

An applicant for a Vocational Certificate must have:

a. Six years of trade experience as an apprentice and/or journeyman/woman or six years of experience in business, industry or health occupations* directly related to the teaching assignment--except that post secondary education and/or training in the same area as the teaching field will be accepted year for year not to exceed four years. Acceptable written evidence of trade and industrial experience must accompany applications on an approved form. Periods of less than one month of employment and periods prior to sixteen years of age will not be accepted.

or

b. Passed successfully a state-approved competency examination in one of the following occupational fields:

1. Airframe and Power Plant Mechanic
2. Auto Mechanic
3. Auto Body
4. Diesel Engine Repair
5. Small Engine Repair
6. Air Conditioning and Refrigeration
7. Carpentry
8. Electrical Installation
9. Masonry
10. Plumbing
11. Sheet Metal
12. Architectural Draftsman
13. Machine Draftsman
14. Electrician (Industrial)
15. Electronics (Communications)
16. Electronics (Industrial)
17. Quantity Food Cooking
18. Printing
19. Machine Trades
20. Welding (Gas and Electric)
21. Cosmetology
22. Civil Technology
23. Mechanical Technology
24. Cabinetmaking and Millwork

Applicants for a certificate to instruct in barbering or cosmetology must hold a valid license issued by the Utah State Department of Business Regulation.

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* See Health Occupations Supplement to Vocational Certification.

2. Basic Professional Certificate (Five year)

An applicant for the vocational subject or area endorsement to the Basic Professional Certificate must have:

a. A bachelor's degree in an approved teacher education program which includes course work in the field in which he/she intends to teach and two years of successful related occupational experience in that occupational field.

or

b. A bachelor's degree with a major in the occupational field in which he/she intends to teach and one year of occupational experience in that field.

The experience requirement in "a" or "b" above may be waived if the applicant has successfully passed a state-approved competency examination in one of the occupational fields listed in 1(b) above.

3. Professional Certificate (Five year)

An applicant for the vocational subject or area endorsement to the Professional Certificate must meet all of the following requirements:

a. Hold or be eligible to hold a Basic Professional Certificate with a Vocational Endorsement.

b. Have completed a master's degree or fifty-five quarter hours of approved graduate credit. It is recommended for those teachers not seeking a master's degree that not more than two-thirds of the advanced training be devoted to professional, technical, or general subjects which relate directly to the profession or education or occupation being taught.

c. Have a minimum of three years of successful teaching experience.

4. Renewals

a. The Vocational Certificate is issued for two years and may be renewed for subsequent two-year periods by presenting a minimum of nine (9) quarter hours of prior-approved credit during each renewal period. After the accumulation of eighteen (18) quarter hours of approved teacher education credit and completion of two years of successful teaching experience, the certificate may be issued for five years and thereafter be renewed on the same basis as the Basic Professional Certificate, except that:

An individual teaching a vocational program up to one-half day, whose regular employment is or has been in a trade, business, or industry, may have his/her certificate renewed for a subsequent two-year period upon the recommendation of the employing school district with assurance of appropriate in-service teacher education and/or supervision and with the approval of the State vocational specialist concerned.

b. The Basic Professional and a Professional Certificate is issued for five years and may be renewed by presenting nine quarter hours of prior-approved credit during each renewal period, except that

(1) An individual who has not completed a teacher education program must present a minimum of nine (9) quarter hours of approved teacher education credit (see SBEU 0379.1) for each renewal until such time as professional education requirements for Basic Professional Certification have been met--at least eighteen (18) quarter hours plus two years of approved teaching experience.

(2) An individual who has completed an approved teacher education program may apply equivalency credit from prior-approved work experience related to their teaching assignment for renewal without limit.

Equivalency credit for prior-approved work experience will be determined as follows:

a. In equating clock hours of instruction in courses where quarter hours have not been granted, the following shall apply: twelve (12) clock hours of classroom instruction of lecture type will be equal to one quarter hour credit.

b. In equating trade, business and industrial work experience, the following shall apply: thirty (30) clock hours of shop, laboratory work, or clinical practice, including workshops and preceptorships, will be equal to one quarter hour credit.

SBEU 0379.1
5/16/75

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

VOCATIONAL CERTIFICATION
HEALTH OCCUPATIONS SUPPLEMENT

1. All applicants for certification in the health occupations must have knowledge of (1) health care delivery systems, (a) facilities, (b) people, including line and staff medical personnel, and patients; and (2) related health agencies as determined by State Board of Education criteria.

2. An applicant for a certificate to teach a particular health occupations speciality in the secondary schools, for example, a laboratory technician or an x-ray technician, must present evidence of four years experience and/or training in that speciality. The applicant must hold a license or be eligible for licensure if required in Utah.

3. An applicant for a certificate to teach a secondary course for nurse assistants (nurse aides) must present evidence as a Licensed Practical Nurse with four years experience, or a registered Associate Degree Nurse with three years experience, or a three-year Diploma Nurse with two years of experience, or a baccalaureate nurse with one year experience.

4. An applicant for a certificate to teach in a Practical Nurse Program area of Health Occupations must present evidence that he/she:

   a. Is a Registered Nurse licensed to practice in Utah with a bachelor's degree and a minimum of two years experience in the practice of nursing, or

   b. Is a Registered, Associate Degree or Diploma Nurse, with a minimum of three years experience in the practice of nursing.

5. An applicant for a certificate to teach specialities other than Nursing Health Occupations must present evidence that he/she:

   a. Is currently licensed to practice in his/her specific area of Health Occupations in the State of Utah if such licensure is necessary for practice, and

   b. Has had three years of experience in practice in the specific area; and

   c. Meets faculty preparation requirements for program accreditation.

SBEU 0379.2

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
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Salt Lake City, Utah 84111

COURSE WORK SUGGESTED TO QUALIFY FOR FIVE-YEAR VOCATIONAL CERTIFICATE

Since a two-year Vocational Certificate is normally issued to an individual with a rather broad background in the business, trade or industry relating to the instructional area but a rather limited background in formal teacher education, courses selected from the following areas are suggested for renewal of the certificate and will be accepted toward qualification for the five-year certificate:

Basic concepts and principles of teaching
Creative teaching
Curriculum development
Development and use of instructional materials and aids
Educational psychology
Educational management
History and trends in vocational education
Human relations and group dynamics
Independent study and field projects
Industrial safety and liability
Measurement and evaluation
Methods in education
Orientation to cooperative vocational education
Principles and methods in teaching adults
Principles and objectives of education
Teaching strategies
Tests and measurements
Laboratory organization and management
Special vocational workshops (with prior approval by State Specialists)
Vocational education
Vocational program organization and management

Prior approval may be granted for other special courses by the State Specialist.

These courses also apply for an individual who hold a five-year Vocational Endorsement on the Basic Professional Certificate but who has not completed an approved teacher education program.

SBEU 0379.3

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
250 East Fifth South
Salt Lake City, Utah 84111

CERTIFICATION OF ROTC INSTRUCTORS

A retired commissioned or non-commissioned officer with less than a bachelor's degree employed by a Utah school district exclusively as an instructor in the Reserve Officer Training Corps (ROTC) may be issued a Vocational Certificate with an ROTC Endorsement which is valid for two years. After completion of six (6) quarter hours of approved credit and upon the recommendation of the employing school district, the certificate may be reissued for five years and thereafter renewed for five year periods upon presentation of nine (9) quarter hours of approved credit for each renewal.

If the retired officer or non-commissioned officer holds a baccalaureate or higher degree, he/she may be issued a Basic Professional Certificate with an ROTC Endorsement valid for five years and renewable upon presentation of nine (9) quarter hours of approved credit.

SBEU 0379.4

UTAH STATE BOARD OF EDUCATION
Division of Staff Development
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Salt Lake City, Utah 84111

CERTIFICATION OF VOCATIONAL (POLICE SCIENCE) INSTRUCTORS

Upon completion of an 80 clock hour instructor training program, a Vocational (Police Science) Certificate, which is valid for two years, may be issued. After completion of three (3) quarter hours of approved credit or its equivalent, the certificate may be reissued for two years and thereafter renewed for five-year periods upon presentation of nine (9) quarter hours of approved credit or its equivalent for each renewal.